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ABSTRACT

Intended to provide South Carolina educators with a tool for curriculum and instructional development that complements the assessment of the state writing objectives, this guide focuses on that part of the curriculum reflected in the state basic writing skills objectives. The various sections in the first part of the guide: (1) discuss the purposes of writing and the features of the Basic Skills Assessment Program (BSAP); (2) define the state-adopted BSAP writing objectives; (3) address the types of writing eligible for testing the in BSAP, and list and define the specific skills for each type of writing; (4) explain how to integrate the stages of the writing process with the BSAP objectives and types of writing; (5) provide a writing revision checklist that can be incorporated into the writing instruction; (6) discuss ways to integrate the writing process into instruction; and (7) offer sample activities for the different types of writing. The two major sections of the second part of the guide describe the test items, test administration procedures, score scales, and rater training and scoring processes, and provide student writing samples along with scoring rationales for the different types of writing. (FL)

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Writing
Grades 4-12

Teaching and Testing Our Basic Skills Objectives

Basic Skills Assessment Program
South Carolina Department of Education

CS 208 797

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TEACHING AND TESTING
OUR BASIC SKILLS OBJECTIVES
(T & T)

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PREFACE

Educators in South Carolina are striving to improve composition instruction at all levels. The Basic Skills Assessment Program (BSAP) in Writing is designed to help in this task. The State BSAP Writing Committee, composed of teachers from each grade level, language arts specialists, college professors, and State Department of Education staff, developed the BSAP Program for that purpose.

The BSAP legislation requires an assessment of students' ability to write at Grades 6, 8, and 11. Most standardized tests are multiple-choice tests which measure students' ability to edit someone else's writing. However, measuring students' editing skills does not necessarily measure their compositional skills. Therefore, to measure compositional skills, the testing program requires a writing sample from each student in Grades 6, 8, and 11.

After reviewing the research on the teaching of composition, the BSAP Writing Committee decided to focus on the writing process as the method for instruction and assessment. This position was supported by the National Council of Teachers of English in its February and April, 1979, SLATE Newsletters. Writers, whether they are six years of age or any age through adulthood, go through several steps as they compose and develop a piece of writing. Teachers are asked to teach these steps of the writing process and to provide ample in-class opportunities for students to engage in the writing process. Teachers should work to create a classroom environment which will invite and encourage students to use the writing process.

The testing program was designed to parallel the writing process as closely as possible. All of the steps in the writing process should be used by students in the testing session. Students are asked to plan, to write a first draft, to revise, to edit, to proofread, to write a final draft, and to proof the final draft. Although both the first draft and the final draft are collected, the evaluation is based on the final draft.

Composition should be taught and practiced as a part of a totally interrelated language arts program. The language arts are defined as the skills of reading, writing, listening, and speaking. These skills involve receptive activities (reading and listening) and expressive activities (writing and speaking) and are directly related to thinking. These four aspects of language arts are interrelated and should be taught and practiced in an interrelated manner.

"What Are the Basics in English?", published by the National Council of Teachers of English, "advocates the importance of language arts skills being used to reinforce each other. In this process of reinforcement, students explore a wide range of

reading interests, get involved in a variety of related learning activities, and thereby develop a firmer grasp of all of the necessary language competencies."

The language arts also include the study skills involved in using a dictionary, locating information, and using the library, as well as proofreading and editing compositions and using conventional forms of writing and speaking.

Furthermore, the language arts include attitudes toward language usage, communication activities, and the aesthetic components of these activities. For example, reading is not only gaining meaning from print, but also developing an appreciation and understanding of literature. In a like sense, listening is done both for useful purposes and for pleasure; and writing is both practical and creative.

All children can write. Accordingly, teachers must set aside some time each day for writing instruction and/or writing activities. Teachers must encourage students to write as a means of expressing themselves, and they must help students to develop positive attitudes toward writing.

Short, frequent, and interesting are key words to writing improvement. Students at all grade levels should write regularly. Assignments should ask students to write short papers, based on varied and interesting stimuli. The length can be gradually increased, but the focus should be on quality rather than on quantity. When teachers give assignments, these assignments should be based on a well-planned writing stimulus, including a purpose, an intended audience, possibly a tone or point of view, and some content information for the paper. The use of lists of topics for writing should be avoided. The best writing comes from students' own experiences. To become proficient in the skills of composition, students need to have extensive practice in writing. Students should also practice writing based on prompts similar to those in the statewide Basic Skills test so that they will feel comfortable with this type of writing activity.

The purpose of the BSAP Writing Program is based on the premise that students are more likely to write effectively if they receive explicit instruction and practice rather than simply practice alone. Teachers are urged to provide direct instruction and much teacher-guided writing practice in the instruction of the general writing process.

Instruction in writing should include, but not be limited to, the four types of writing which are eligible for testing in the BSAP writing (narration, description, exposition, persuasion). While these four do not encompass all writing types, they are basic to writing instruction and are emphasized throughout the BSAP Writing Program. Therefore, these four types of writing, as well as other instructional considerations, are explained later in this guide.

TEACHING AND TESTING OUR BASIC SKILLS IN WRITING

Purpose of T&T

A substantial contribution to education in South Carolina will be made in instructional improvement as a result of the Basic Skills Assessment Program (BSAP). The purpose of T&T is to provide educators with a tool for curriculum and instructional development which complements the assessment of the State writing objectives.

The intent of this guide is not to limit the curriculum but rather to focus on that part of the curriculum which is reflected in the State basic skills objectives. Although the actual BSAP writing testing is limited to Grades 6, 8, and 11, this guide can also be used by teachers to focus their writing instruction in the grades not tested.

Organization of T&T

This guide is organized into two major parts. The parts are arranged in an order which will facilitate the understanding and use of T&T for instructional purposes.

Part I, Teaching Our Skills, contains nine sections. First, the purposes of writing and the features of the BSAP are elaborated. Second, the state-adopted BSAP Writing Objectives are defined and discussed. Third, the types of writing eligible for testing in BSAP are addressed; and the specific skills for the types of writing are listed and defined. Fourth, the writing process section integrates the stages of writing with the BSAP objectives and the types of writing. This discussion is followed by Writing Revision Checklists which can be incorporated into writing instruction. Sixth, an overview of the writing process is provided. The last three sections provide an explanation of integrating the writing process into instruction and provide a sample activity format and activities for the four types of writing.

Part II, Testing Our Skills, contains two major sections. The first section describes the test items, test administration procedures, the score scales, and the rater training and scoring processes. The second section provides student writing samples accompanied by scoring rationales for the four types of writing.

TEACHING OUR SKILLS

This part of the T&T provides an overview of information necessary to understanding the Basic Skills Writing Program. First, the purpose and the features of the BSAP Writing Program are discussed. Second, the relationship of the BSAP Writing Objectives to the writing process and instruction is presented. Third, the context for writing is presented and discussed. Fourth, the Writing Process, which incorporates the BSAP Objectives, Context for Writing, and the compositional elements, is presented to provide a framework for both the teaching and testing of the basic skills objectives. Next, Writing Revision Checklists, which can be incorporated into writing instruction, are provided, followed by an overview of the writing process. An explanation of integrating the writing process into instruction is also provided. This discussion is accompanied by a sample activity format and sample writing activities for each of the four types of writing (narration, description, exposition, and persuasion).

WHAT IS THE PURPOSE OF THE BSAP WRITING PROGRAM?

The purpose of the BSAP Writing Program is to assist teachers in the instruction and encouragement of students to communicate ideas effectively in writing.

Below are three important features of the BSAP Writing Program.

1. Emphasis on the Whole - One key instructional feature of the BSAP is its emphasis on the whole of the written communication rather than solely on its parts. Students learn to become proficient in writing by integrating the parts effectively within the context of the written communication, not as separate skills which appear unrelated to each other. In the BSAP Writing Program, the parts are the five state-adopted writing objectives; and the whole is the total composition.

2. Attention to the Writing Process - Another key instructional feature of the BSAP Writing Program is its attention to the writing process itself, as well as to the written communications that are the products of the effort. In this writing program, teachers are provided strategies to use in helping students during the stages of the writing process: prewriting, writing the first draft, revising, writing additional drafts, editing, proofreading, and writing the final draft, as well as evaluating and publishing. Embedded in the writing process are the compositional elements of purpose, topic, audience, content, organization, and form. These elements are common to the four types of writing which include narration, description, exposition, and persuasion.

3. Relationship of the Instruction to Assessment - The writing objectives and the four types of writing provide a framework for instruction, while the writing process provides the vehicle through which that instruction occurs. To reflect this view of writing instruction, an actual piece of writing is used for the assessment of students' attainment of the writing objectives. This relationship of the instruction to the assessment of writing in the BSAP provides teachers with information for guiding instruction and evaluating student writing.

HOW DO THE BSAP WRITING OBJECTIVES RELATE TO THE WRITING PROCESS AND INSTRUCTION?

The five state-adopted writing objectives are Handwriting, Mechanics, Word Usage, Sentence Formation, and, most important, Composition. Today, as in the past, the first four objectives are often taught in isolation from the actual writing process; however, these objectives should be integrated with the teaching of composition as a whole. There is no guarantee that students can use skills taught in isolation (grammar lessons, sentence-combining lessons, etc.) unless those skills are subsequently applied in actual writing situations. **Each of these skills should be taught in the context of a student composition.** The significance of each state writing objective for the composing process and for instructional approaches is discussed subsequently.

Handwriting: The student can write legibly.

Significance

A prerequisite for a written communication is that it is readable. Writing cannot be understood unless the student's handwriting is clear enough to be read.

Instructional Approach

The student should be instructed in the importance of the legibility of a written communication, whether the handwriting is manuscript (printing) or cursive. Classroom teachers should provide consistent models for handwriting, using the district's adopted handwriting program. The students should be encouraged to use their most legible form of handwriting. Walter Barbe asserts that handwriting is the only area of the language arts which is not related to academic ability. This would indicate that all students have the potential for legible handwriting. Handwriting can be improved through instruction and practice. Teachers can help students to feel positive about the appearance of their handwriting. Improved handwriting can lead to success in composition and success can build confidence and self esteem. According to J. I. Arena, poor handwriting limits academic expression, inhibits spontaneous productivity, and affects communication.

Mechanics: The student can spell, capitalize, and punctuate correctly.

Significance

As in the case of handwriting, correct spelling, capitalization of words, and punctuation permit a reader to understand a written communication.

Instructional Approach

Because a student cannot learn everything about mechanics at once, trying to correct all the mechanical errors in a student's piece of writing at one time may be a fruitless endeavor. Studies indicate that selected correction of mechanical errors leads to greater mastery of mechanics by the student over the long term. Instead of trying to correct all mechanical errors at one time, teachers should select one or two of the most frequent mechanical errors which appear in the student's writing and concentrate on them. This activity can be used with an individual student or a group of students.

Word Usage: The student can use words appropriately.

Significance

The use of words that are grammatically correct for the context and audience is important for understanding communication. Word Usage includes skills such as subject-verb agreement and the selection of appropriate words to communicate the intended message (for example, "we are" instead of "we is" and confusion between the demonstrative "there" and the possessive "their").

Instructional Approach

Teachers should focus on the most common word usage errors committed by the class, a group, or an individual student and provide instruction on those errors (for example, subject-verb disagreement). Instruction should take place within the context of a piece of writing. Teachers might provide a list of verbs that pose difficulties and ask the student to write a brief paragraph using several forms of the verbs.

Sentence Formation: The student can compose sentences.

Significance

The organization of thoughts into sentence structures that are recognizable and understandable by the reader is important to communication. All sentences should contain at least one complete thought, which usually means the presence of a subject and a predicate. To avoid problems such as run-ons and fragments, the student must know to capitalize at the beginning of a sentence and to use correct punctuation at the end of a sentence.

Instructional Approach

Teachers should select the most common sentence formation errors for the class, a group, or an individual and concentrate instruction on those. Again, the context of the student's written communication should be used for instruction.

Composition: The student can communicate ideas in writing.

Significance

The communication of ideas in writing, in a sense, is composition. All of the previously mentioned objectives are necessary and important parts which aid in communication; however, emphasis on the communication as a whole is the most important instructional consideration. Other important issues are discussed in the next sections, "What Is the Context for Writing?" and "What is the Writing Process?".

Instructional Approach

The only way that students can learn to compose is through practicing their skills by actually writing compositions. Teachers should select a topic of interest to the class and have students write brief passages. Another approach would be to have students select their own topics and write passages. Students can then share their work and provide feedback to one another. After receiving feedback, students should revise their passages.

Within the remaining sections of the T&T, the writing process and its compositional elements are described.

WHAT IS THE CONTEXT FOR WRITING?

Writing instruction in the BSAP should emphasize, but not be limited to, the four types of writing that are eligible for testing. These include narration, description, exposition, and persuasion. While these four do not encompass all writing types, they are basic to writing instruction. Even though these four types of writing can be differentiated for instructional purposes, no type of writing is pure since most writers combine and integrate a variety of writing types when producing a single piece of writing. Since these types serve as context vehicles in the writing process, a definition and the specific skills for each type of writing are provided.

NARRATION

Definition

Narrative writing is defined as relating events which occur over some period of time. Both the substance of the events and the order in which they occur are communicated to the reader. Through narration, a writer may give an account of real or invented events. Whether fictional or non-fictional, effective narration requires a writer not only to compose a clear sequence of events but also to provide elaboration for them.

Specific Skills

1. Sequential Ordering

   The student should be able to arrange a series of events in sequential order. This includes the ability to determine which event in the series occurs first, second, third, etc., and the ability to use words and phrases that denote sequence such as "first," "last," "just before," "just after," "now," "later," "next," and "then."

2. Elaboration of Events

   The student should be able to provide details about the events in a narrative. Elaboration may take one of two basic forms:

   (a) descriptive information included within the context of narration (e.g., describing the people and places involved in the events) or

   (b) specific details of the events themselves (e.g., "I rode the bus for twenty minutes and got off at Greenpark Road. Then I walked very slowly for half a mile on the dirt path until I reached the house" instead of simply writing "I went to the house").

DESCRIPTION

Definition

Descriptive writing is defined as the portrayal of people, places, objects, emotions, or events using appropriate details. An effective description will contain sufficient and varied elaboration of details to communicate a complete sense of the subject being described. Details can also be used to communicate the writer's feelings about the subject being described. Often these details are sensory ones, selected to describe what the writer sees, hears, smells, touches, and tastes.

Specific Skills

1. Detail Selection

   The student should be able to identify appropriate types of details to describe a subject. This skill includes the ability to use appropriate choices from the five senses to generate those details.

2. Elaboration

   The student should be able to expand upon the descriptive details by providing additional specific information.

EXPOSITION

Definition

Expository writing is defined as communicating an understandable explanation. Exposition has a wide range of applications and may be used to explain (a) factual information, (b) ideas and opinions, or (c) steps of a process through directions.

Explaining factual information requires the presentation of sufficient, specific, and relevant facts, often organized with a topic sentence and supporting details. Explaining ideas and opinions follows a similar structure, requiring the statement of a point of view supported by relevant details. Giving directions requires the presentation of the steps to be taken in completing a process or carrying out an activity. This latter type of exposition often includes elements of narration because sequential order is almost always a part of any set of directions.

Specific Skills

1. Generalization

   The student should be able to develop broad statements that incorporate a group of details. Creating a topic sentence and sentences containing logically related details are examples of this specific skill.

2. Selection of Details

   The student should be able to select details to include or exclude in an expository piece of writing based on how closely the details are related to or support the topic being explained.

3. Activity Analysis

   The student should be able to analyze an activity or process from beginning to end, isolating each step needed to carry out the task.

PERSUASION

Definition

Persuasive writing is defined as convincing a particular audience to take a desired course of action by communicating a thesis and supporting reasons. In other words, persuasive writing attempts to influence an audience by presenting reasons which the writer feels will persuade the reader to think or act in a certain way. The reasons presented for the desired course of action may be factual, or they may consist of pertinent opinions and points of view. Because different audiences will be persuaded in different ways, a writer must adapt writing specifically to the readers for whom it is intended.

Persuasion requires a writer to be attentive to three major considerations. First, there must be a thesis. Second, there must be support for the thesis. Third, the support that is selected and the manner in which it is presented must be appropriate for the specified audience.

Specific Skills

1. Thesis Communication

   The student should be able to identify and clearly express the thesis of the composition. The composition must take a clear stand on an issue.

2. Evaluation of Support

   The student should be able to judge whether information supports a particular thesis or contention. This information may be relevant factual evidence, opinions, and/or psychological appeals to the reader. To support a thesis, information must make the acceptance of that thesis seem desirable.

3. Audience Analysis

   The student should be able to analyze the nature of a particular audience in order to determine the specific arguments that will appeal to that audience.

WHAT IS THE WRITING PROCESS?

Researchers studying the development of student writing confirm that composition takes place as a multi-stage activity. Strategies for teaching and testing student writing can be developed by thinking of writing as a process which can be divided into the stages of prewriting, writing the first draft, revising (improving for content), writing additional drafts, editing, proofreading, writing the final draft, evaluating, and publishing.

As students write, they need to attend to the six compositional elements of purpose, topic, audience, content, organization, and form. These elements inherently address the five BSAP objectives and should guide the development of all compositions. When a composition has been completed, these elements provide a meaningful way of evaluating the effectiveness of the communication.

Within the stages of the writing process, the BSAP writing objectives are integrated with basic compositional elements in the context of the four types of writing discussed earlier. The writing process is the primary vehicle which underlies instruction and evaluation, and the type of writing is simply the context within which the writing process occurs.

There are many models for the writing process, but they all are essentially the same. This document uses the terminology which seems to be most consistent among these models. Teachers must provide instruction and in-class practice in the writing process. If this instruction and in-class practice is not provided, students will develop their own process model. Unfortunately, their models usually have only four steps - Assigned, Accomplished, Graded, and Discarded.

Donald Graves advocates the process-conference approach for teaching writing. Many other leaders in the field of composition instruction also recommend the use of conferences during the process of writing. Conferences may be conducted at various points during the writing process and may be for individual students or for groups. Conferences should be initiated for improving or focusing content, as well as for examining the form of the composition. Conferences will vary in length, depending on their purpose; but they are essential to students' growth as writers. Conferences provide a time for interaction and feedback among students and teachers and among students and their peers.

A procedure which might be effectively used during group conferences is the PQP (Praise, Question, Polish) technique. After sharing writing with the conference group, a student asks three questions and secures responses from all members of the conference group. Question One (Praise) is "What do you like

about my story/piece of writing?" Question Two (Question) is "What do you want to know more about?" Question Three (Polish) is "How could I improve my story/piece of writing?" The student can then use the comments received as possible resources for revising the composition. Thus, conferencing is used in the total context of the writing process.

The remainder of this discussion outlines the stages of the writing process, integrating the four types of writing, the compositional elements, and the BSAP writing objectives.

Prewriting

During the prewriting stage, the student needs to determine the purpose for the writing task and make decisions about how to accomplish effectively the purpose of the writing task. Thus, the prewriting stage includes the following components.

1. Purpose: Identifying the purpose. The purpose of the communication is closely related to the various types of writing. For example, if a writer wants to convince a reader to take a particular action, then the resulting communication must be persuasive, as well as informative. The student determines the type of writing required to accomplish the purpose by asking the question, "What does the writing task require me to do?".

   Narration: to tell what happened over some specified period of time

   Description: to describe something or someone using appropriate details

   Exposition: to explain something clearly; the explanation can provide factual information or present ideas and opinions expressed as a point of view or giving directions

   Persuasion: to convince by presenting reasons and/or evidence which are tailored to appeal

2. Topic: Responding to a specific writing topic. What is the specific topic of the writing task? To answer this question, the student must decide what the particular subject of the composition is.

   Narration: What particular events are to be related to the reader?

   Description: Who or what is to be described for the reader?

   Exposition: What in particular is to be explained to the reader?

   Persuasion: What position is to be presented and argued to convince the reader?

3. Audience: Identifying the audience. Every composition has an audience, consisting of the individuals for whom the communication is intended. Potential audiences can vary widely, from readers familiar to the writer (for example, a close friend or a group of classmates) to less familiar readers (for example, a group of citizens or a public official). A student should always consider the characteristics of an intended audience before attempting to communicate with the audience. The student decides what tone to convey and language to use in the communication by asking "Who are the intended readers of the communication?"

   Tone: Words and phrases are selected to create a style of communication consistent with the purpose of the communication. For example, a composition might be written in a casual tone when addressing an audience of friends about making a change in their school; but a more serious or formal tone would be used if addressing the principal about making the change.

   Language: Appropriate words and phrases are used according to the intended audience. (Colloquialisms/slang might be acceptable when writing a note to a best friend but would not be appropriate when writing a letter to the editor.)

4. Content: Determining the type of information needed and the specific information to be included. The content of the composition is closely related to the purpose and type of communication. By asking "What type of information needs to be included (1) to accomplish the purpose of the task and (2) to communicate to the specified audience?" the student can determine the appropriateness and amount of information to be included in the composition. The student, a group, or the entire class may engage in brainstorming during this step.

Type of Information:	Narration	- events
	Description	- details
	Exposition	- fact, ideas/opinions, or directions
	Persuasion	- reasons and/or evidence

5. Organization: Developing an organizational plan. A writer uses strategies to design an overall plan for organizing both the information to be presented in a composition and the composition itself. The complexity of the plan that is developed depends on the nature and purpose of the writing task. An informal letter to a friend, for example, will require a different sort of organizational plan than a class report explaining a complex topic. In some instances, the organizational plan of the composition may be put in writing. In other instances, the plan may exist only in the writer's mind. However, in all instances, the reader judges not just the plan but, rather, the effects of that plan in the completed composition. The student can develop a plan which includes the following three interrelated aspects of organization by asking "What approach needs to be taken to organize the information and the composition?"

Unified Focus:	Appropriate information is selected so that the composition addresses the writing task at hand.
Beginning, Middle, and End:	The information in the composition is arranged to provide a beginning, a middle, and an end.
Smooth Flow From Idea to Idea:	The information is arranged (e.g., listed or outlined) to assist the writer in presenting a logical progression from one idea to another, that is, clear and free from disruptions.
Development:	The composition contains enough information in terms of details, reasons, examples, opinions, or support to accomplish the assigned writing task.

6. Form: Determining the appropriate conventions to be used in the composition. The student's writing should conform to the conventions of written language which are appropriate to the student's grade level. These conventions are encompassed by the following elements of form.

Mechanics:	The composition is correct in terms of punctuation, capitalization, and spelling.
Word Usage:	Words are used in the appropriate context.
Sentence Formation:	Sentences are complete with subjects and predicates.

Writing the First Draft

Using the results of the prewriting stage (identification of the purpose, audience, content, and organizational plan), students should:

1. write a lead or topic sentence and
2. write a first draft of the composition.

During this stage of the process, the major concern of the writer is content. The writer is attempting to clearly communicate ideas to the reader.

Revising (Improving for Content)

The first revision of the composition should be primarily for content. The writer should check to see that the message is clearly and completely communicated. The writer may want to make a few minor changes or to reorganize the composition. A content conference can be valuable during this stage.

Writing Additional Drafts

During this stage, the writer may compose several additional drafts. The writer might find the revision checklists for the four types of writing useful because they focus on five of the six elements of composition: purpose, topic, audience, content, and organization. The element of form should not be emphasized during this stage.

Editing

This is the stage during which the writer looks at the elements of form in the composition. Is the piece of writing mechanically correct? Do changes or improvements need to be made as additional drafts are attempted? The element of form (handwriting, mechanics, word usage, and sentence formation) in the revision checklists would be used during this stage. A conference focusing on form can be beneficial to the writer and to the other students in a group conference.

During this stage, the teacher should teach the grammar and usage lessons. Individual, group, or entire class needs can be addressed.

Proofreading

Proofreading is done by the writer after each draft is completed to make certain that the composition does not contain errors which the writer can correct. The writer should review both content and mechanics and should be certain that the piece of writing is as neat as possible.

Writing the Final Draft

The final draft of the composition should be the best that the student is capable of producing at that time. However, even the final draft should be reread for accuracy. This draft is the culmination of all the previous steps in the writing process.

Evaluating

The evaluation of a piece of student writing should occur after the final draft stage. All too often evaluation occurs after the first draft; and, therefore, the evaluator does not have the best work that the writer is capable of producing. Research indicates that there is not one "best" type of evaluation. Teachers should use a variety of techniques for evaluation, i.e., holistic, analytic, primary trait, peer, self-evaluation, etc.

Every piece of writing completed by a student does not need to be formally evaluated. However, the teacher and peers should provide feedback to the writer during the writing of the composition. The purpose for the writing is an important factor in determining whether and how the piece of writing should be evaluated. Some type of meaningful feedback should be provided to the student for each piece of writing.

Publishing

Publishing is usually the final step in the writing process. At this stage, the student is able to share the composition with classmates, with the teacher, or with others. This allows the student to receive both general and specific feedback regarding how well the writing task was accomplished.

After insuring that the composition is in publication language and form, the teacher may help the student publish. Some possibilities are posting it on the bulletin board, on the wall, or in the hall; having the student bind it into an individual or a class book; having the teacher or the student read the composition orally; publishing it in the school newspaper or literary magazine; or submitting it for publication in a newspaper or magazine. Thus, the composition is delivered to the intended audience.

Summary

The multi-stage approach described in this section is the basic process which most writers use to produce a piece of writing; however, not all writing is a result of the entire process.

Teachers are encouraged to work to develop a classroom environment which allows students to see themselves as writers. Such a classroom would stimulate oral language development and provide opportunities for extensive writing. Students in these classrooms do more extensive reading for pleasure and enjoyment, use a variety of resources for improving writing, and take risks in their writing.

WHAT ARE THE WRITING REVISION CHECKLISTS?

To assist students in improving and revising their writing, teachers may wish to use the Writing Revision Checklists during instruction. A checklist, incorporating the compositional elements which are inherent in the writing process, is provided for each of the four types of writing. These checklists may be used during any or all stages of the writing process. For instance, the first section of the checklists may be used to assist students during prewriting. Appropriate parts of the checklists could also be incorporated into a conference focusing on content or form and conducted by either the teacher or the student's peers. In addition, the checklists may be used during student editing sessions in which students identify and attempt to resolve problems in their writing. These checklists are provided on the following pages.

NARRATION REVISION CHECKLIST

Directions: Use this checklist to assist you in writing your composition.

COMPOSITIONAL ELEMENTS

____ **Purpose**

clearly stated	The composition tells what happened over some specified period of time.

____ **Topic**

on the assigned topic	The composition addresses the topic required by the writing task.

____ **Audience**

specified audience appropriately addressed	The tone of the composition and the language used are appropriate for the intended readers. (For example, slang could be used when writing to classmates but not in writing to the principal.)

____ **Content**

narration of a clear sequence of events	The composition makes clear what happened, in what order, and when.
elaboration of the events	The composition does not just tell "what" happened but also lets the reader know "why" or "how" something happened.

____ **Organization**

unified focus	The entire composition is on one subject and does not wander.
beginning, middle, and end	The composition introduces the topic to the reader, discusses the topic, and brings the topic to conclusion.
smooth flow development	The composition flows smoothly from idea to idea. The composition sufficiently develops the topic.

____ **Form**

handwriting	The composition is legible.
mechanics	The punctuation, capitalization, and spelling are correct.
word usage	Words are used in the appropriate context. There is subject-verb agreement, correct pronoun usage, etc.
sentence formation	Sentences are complete with subjects and predicates. There are no run-ons or fragments.

DESCRIPTION REVISION CHECKLIST

Directions: Use this checklist to assist you in writing your composition.

COMPOSITIONAL ELEMENTS

____	**Purpose**	
	clearly identified	The composition describes something or someone using appropriate details.
____	**Topic**	
	on the assigned topic	The composition addresses the topic required by the writing task.
____	**Audience**	
	specified audience appropriately addressed	The tone of the composition and the language used are appropriate for the intended readers. (For example, slang could be used when writing to classmates but not in writing to the principal.)
____	**Content**	
	appropriate types of details	The composition uses sensory and other relevant details.
	sufficient amount of elaboration	The composition uses enough and varied details.
____	**Organization**	
	unified focus	The entire composition is on one subject and does not wander.
	beginning, middle, and end	The composition introduces the topic to the reader, discusses the topic, and brings the topic to conclusion.
	smooth flow	The composition flows smoothly from idea to idea.
	development	The composition sufficiently develops the topic.
____	**Form**	
	handwriting	The composition is legible.
	mechanics	The punctuation, capitalization, and spelling are correct.
	word usage	Words are used in the appropriate context. There is subject-verb agreement, correct pronoun usage, etc.
	sentence formation	Sentences are complete with subjects and predicates. There are no run-ons or fragments.

EXPOSITION REVISION CHECKLIST

Directions: Use this checklist to assist you in writing your composition.

COMPOSITIONAL ELEMENTS

____ **Purpose**

clearly stated	The composition provides a clear explanation.

____ **Topic**

on the assigned topic	The composition addresses the topic required by the writing task.

____ **Audience**

specified audience appropriately addressed	The tone of the composition and the language used are appropriate for the intended readers. (For example, slang could be used when writing to classmates but not in writing to the principal.)

____ **Content**

appropriate organization for type of exposition	The composition contains (1) topic sentence and supporting details for explaining both factual information and ideas and opinions or (2) steps presented in a logical order for giving directions.
clearly explained information	The composition is developed from the topic sentence using specific facts, supporting details, or sub-steps to clarify what is explained.
enough information to explain the topic adequately	The composition contains sufficient information so that the reader understands what is being explained.

____ **Organization**

unified focus	The entire composition is on one subject and does not wander.
beginning, middle, and end	The composition introduces the topic to the reader, discusses the topic, and brings the topic to conclusion.
smooth flow	The composition flows smoothly from idea to idea.
development	The composition sufficiently develops the topic.

____ **Form**

handwriting	The composition is legible.
mechanics	The punctuation, capitalization, and spelling are correct.
word usage	Words are used in the appropriate context. There is subject-verb agreement, correct pronoun usage, etc.
sentence formation	Sentences are complete with subjects and predicates. There are no run-ons or fragments.

PERSUASION REVISION CHECKLIST

Directions: Use this checklist to assist you in writing your composition.

COMPOSITIONAL ELEMENTS

____ **Purpose**

clearly stated	The composition presents reasons and/or evidence to convince or persuade.

____ **Topic**

on the assigned topic	The composition addresses the topic required by the writing task.

____ **Audience**

specified audience appropriately addressed	The tone of the composition and the language used are appropriate for the intended readers. (For example, slang could be used when writing to classmates but not in writing to the principal.)

___ **Content**

clear thesis stated	The composition states a clear point of view or position.
well-developed, relevant and supportive information	The details and supportive information for the thesis are directly related to the topic or point of view.
arguments relevant to the audience addressed	The supportive information for the point of view taken appeals to the intended audience.

____ **Organization**

unified focus	The entire composition is on one subject and does not wander.
beginning, middle, and end	The composition introduces the topic to the reader, discusses the topic, and brings the topic to conclusion.
smooth flow	The composition flows smoothly from idea to idea.
development	The composition sufficiently supports the thesis.

____ **Form**

handwriting	The composition is legible.
mechanics	The punctuation, capitalization, and spelling are correct.
word usage	Words are used in the appropriate context. There is subject-verb agreement, correct pronoun usage, etc.
sentence formation	Sentences are complete with subjects and predicates. There are no run-ons or fragments.

WHAT IS TO BE TAUGHT?

Steps of the Writing Process

Explicit steps related to each stage of the writing process are presented and summarized to help teachers and students view the writing process as a teachable and learnable procedure. Although this process was discussed earlier, specific steps are reviewed to enhance the translation of this general writing process into instructional content, strategies, and activities. Refer to the section entitled "What Is the Writing Process?" for information on the compositional elements of purpose, topic, audience, content, organization, and form.

Prewriting

1. Identify the purpose of the writing task (PURPOSE).
2. Select a specific writing topic (TOPIC).
3. Identify the audience (AUDIENCE).
4. Determine the type of information needed (CONTENT).
5. Gather the specific information needed (CONTENT).
6. Develop a plan for organizing the information in the composition and the composition itself (ORGANIZATION).

Writing the First Draft

7. Write a lead or topic sentence.
8. Write a first draft of the composition.

Revising

9. Evaluate the composition using the appropriate checklist (PURPOSE, TOPIC, AUDIENCE, CONTENT ORGANIZATION, FORM).

Writing Additional Drafts

10. Revise or rewrite the composition.

Editing - Proofreading

11. Proofread the composition (FORM).

Writing the Final Draft

12. Write the final draft of the composition and proofread.

Evaluating

13. Obtain general and specific feedback about how well the writing task was accomplished.
14. Use feedback to improve writing.

Publishing

15. Share the composition.

WHAT ARE SOME IDEAS FOR INSTRUCTION?

Teachers are encouraged to provide two kinds of instruction to enhance student learning: direct instruction and teacher-guided practice. If the writing content is new for students, direct instruction prior to the prewriting stage is required. On the other hand, if the content of the instruction is that of review and further practice, then teacher-guided practice during the prewriting stage may be sufficient.

Sample activities are included to serve as examples of writing process instruction. Teachers are urged to develop more writing activities for their students by using these sample activities and the Activity Development Format as models.

This section focuses on instructional considerations for writing. For each type of writing, sample activities with accompanying instructional strategies are presented. Teachers may wish to use the revision checklists specific to each type of writing for these activities. Also provided are blank activity formats that teachers can use for developing their activities.

Teachers are encouraged to try out these activities with their students.

Activities

The Activity Development Format on the next page guided the development of the sample activities. Teachers may wish to refer to this format when reviewing the activities. The format contains two major components.

I. The first portion of the format provides descriptive information about the activity. The purpose, the materials, the duration, and specific skills involved in each activity are stated.

II. The second portion of the format contains tasks involved in carrying out the activity. The activity presented in this portion is designed to incorporate all stages of the writing process. The instructional activities are designed to guide students in applying basic compositional elements in the writing process.

WHAT IS THE ACTIVITY DEVELOPMENT FORMAT?

I. (Activity Information)

TYPE OF WRITING: GRADE:

TITLE:

PURPOSE:

MATERIALS:

LENGTH OF ACTIVITY:

SPECIFIC SKILLS:

INSTRUCTIONAL STRATEGY:

II. (Writing Process Steps/Specific Instructional Tasks)

1. Prewriting
   - Purpose
   - Topic
   - Audience
   - Content
   - Organization
2. Writing the First Draft
3. Revising
4. Writing Additional Drafts
5. Editing
   - Form
6. Proofreading
7. Writing the Final Draft
8. Evaluating
9. Publishing

TYPE OF WRITING: NARRATION GRADE: 4-12

TITLE: **That Makes Me Remember the Time**

PURPOSE: To provide guided group practice in narrating a clear sequence of events

MATERIALS: An interesting object that is likely to evoke a story is needed. The teacher or students can provide the object. An object which suggests an activity, an event, or a character will probably be the most effective, for example, a baseball mitt, a balloon, an umbrella, or a top hat.

LENGTH OF ACTIVITY: One to two class periods

SPECIFIC SKILLS:

1. How to develop a composition with a beginning, a middle, and an end
2. How to order events sequentially, using words and phrases that denote sequence

INSTRUCTIONAL STRATEGY:

Prewriting

* Display the object that will be used for this activity.
* Ask students to tell about experiences that the object makes them recall. Direct the discussion toward relating a series of events rather than recounting only emotional responses to the object.
* Write the events that are mentioned on the board.
* Divide the class into small groups. Each group is to create a story about an experience which involves the object. Groups may use the events listed on the board as the basis for their stories or they may invent events.
* List on the board sequence indicators such as "first," "last," "just before," "just after," "now," "later," "next," and "then."
* Instruct students to use these words in order to indicate the sequence of events in their stories.
* Have each group prepare a brief outline for its story. The outline should indicate how the story will begin, how the events are ordered in the story, and how the story will end.

Writing the First Draft

* One member in each group writes the beginning for the group story. Then the story is passed around the group and each student adds one or two sentences to the narrative. The last student writes the ending for the story.

* Have each student consult the story outline prepared in the prewriting stage before adding the section to the composition. Also have each student underline the sequence words and phrases used.

Revising/Writing Additional Drafts/Editing/Proofreading

* Allow the members of each group time to review their composition based upon the Narration Revision Checklist and to make any changes that they feel would make the story better.

* Direct students to pay particular attention to their story's beginning and end and its sequence of events. All three elements should be clear to readers.

* Allow students time to revise their compositions and write additional drafts.

Writing the Final Draft

* Ask students to write the final drafts of their group compositions based on their reviews and revisions.

Evaluating

* Have each group read the story aloud to the rest of the class.

* Guide students in making constructive suggestions as to how a story might make the sequence of events it relates even clearer. Additional sequence words might be suggested if needed.

* Discuss how various groups created different stories all based on the same object. Comment upon particularly effective stories with clear beginnings and endings.

Publishing

* Students may enjoy illustrating their group story and then sharing the composition and their art work with other classes.

Comment

This writing exercise can be repeated several times by varying the object that is used. The exercise also can be repeated as an individual rather than a group writing activity.

TYPE OF WRITING: NARRATION GRADE: 4-12

TITLE: **Souvenirs**

PURPOSE: To provide individual practice in writing a narrative containing clearly sequenced and well-elaborated events

MATERIALS: Objects are needed. Have students each bring to class an object that makes them remember a particular experience.

LENGTH OF ACTIVITY: Two to three class periods

SPECIFIC SKILLS:

1. How to order events sequentially
2. How to provide elaboration for the events in a narrative

INSTRUCTIONAL STRATEGY:

Prewriting

* Divide the class into small groups.
* Ask students to tell their group the story that their object makes them recall.
* Have the others in each group ask questions of each storyteller to clarify the sequence of a story's events and to gain more information about each of these events.
* When each group has heard the stories of all the members, have each student prepare a brief working outline for the written version of the story. Advise students to decide upon the details that they will include in the story to elaborate upon the events in the narrative.

Writing the First Draft

* Have each student write the first draft of a narrative composition telling classmates about the experience that is recalled by the object.
* Remind students to use the notes and the outlines that they developed in the prewriting stage.

Revising/Writing Additional Drafts/Editing/Proofreading

* Ask students to review and revise their compositions based on the Narrative Revision Checklist, paying special attention to the clear sequencing and elaboration of events.

Writing the Final Draft

* Ask students to write their final drafts of their compositions based on their reviews and revisions.

Evaluating

* Bring all of the objects to the front of the room. Let a volunteer pick out an object from the collection.

* Ask the student who wrote about that object to read the story based on it. Continue with other objects and other narratives.

* Guide students in commenting upon the effectiveness of each narrative, most especially whether events are presented in a clear sequence and are amply elaborated.

Publishing

* Souvenirs, along with mounted copies of the compositions, may be arranged in a display case or in the classroom.

* Photographs of students and their souvenirs may be attached to their compositions and published in the school newspaper.

TYPE OF WRITING: NARRATION GRADE: 4-12

TITLE: **It All Depends on How You Tell It**

PURPOSE: To provide group practice in varying the structure of a narrative composition

MATERIALS: No special materials are required.

LENGTH OF ACTIVITY: One to two class periods

SPECIFIC SKILLS:

1. How to arrange a series of events in non-chronological, as well as chronological order
2. How to provide elaboration for events using a variety of narrative viewpoints

INSTRUCTIONAL STRATEGY:

Prewriting

* As a class, have students decide on a happening that they will retell. This happening might be recent (for example, something that occurred in the local news) or quite old (for example, an episode from history). If desired, the happening might be fictional rather than factual, based upon a favorite short story or novel. The happening that is selected should consist of at least five separate events.

* Divide the class into four groups. Each group will write a different version of the same happening.

* The first group is to compose a narrative that recounts the happening in the order in which events occurred. This group should also provide as much elaboration as possible for each event.

* The second group is to narrate the events that compose the happening in some clearly understood sequence other than chronological. This group might retell the events by beginning with the event that happened last in time and working backwards; or the group might select some other time order, perhaps combining flashbacks with chronological order.

* The third group's assignment is to retell the happening from the point of view of someone who witnessed all the events. This group should provide elaboration for the narrative based on the perceptions of this observer.

* The fourth group's assignment is to retell the happening from the point of view of someone who actually participated in the events. This participant's perceptions should form the basis for the elaboration of the narrative.

* Have each group prepare an organizational plan for their composition. This plan should consider the narrative's beginning and end, as well as its particular sequential pattern.

Writing the First Draft

* Have each group write out its version of the narrative, following the organizational plan developed in the prewriting stage.

Revising/Writing Additional Drafts/Editing/Proofreading

* Allow the members of each group time to review their composition based upon the Narration Revision Checklist and to make any changes that they feel would improve the narrative.

* Direct students to attend to the particular sequential pattern used in their composition to insure that it is clear to readers.

Writing the Final Draft

* Provide students time to write the final drafts of their compositions.

Evaluating/Publishing

* Have each group read aloud its version of the happening. Guide students in a discussion comparing the four versions and the different effects created by varying the order of narration and/or point of view used to relate a series of events.

* Submit the most effective versions for publication in the school paper.

TYPE OF WRITING: NARRATION GRADE: 4-12

TITLE:

PURPOSE:

MATERIALS:

LENGTH OF ACTIVITY:

SPECIFIC SKILLS:

INSTRUCTIONAL STRATEGY:

Prewriting

Writing the First Draft

Revising/Writing Additional Drafts/Editing/Proofreading

Writing the Final Draft

Evaluating/Publishing

TYPE OF WRITING: DESCRIPTION GRADE: 4-12

TITLE: **Unknown Objects**

PURPOSE: To provide individual practice in writing a highly detailed description of a concrete object

MATERIALS: Specific types of objects are needed. Have students in the class provide objects for a class grab bag. Certain restrictions can be imposed; for example, objects must be no larger than three inches long and three inches high or they must be used around the house or they must contain some metal, etc.

LENGTH OF ACTIVITY: One to two class periods

SPECIFIC SKILLS:

1. How to identify appropriate types of details
2. How to elaborate by providing additional types of appropriate information

INSTRUCTIONAL STRATEGY:

Prewriting

* Put all of the objects into a class grab bag.
* Have each student close both eyes and select an object from the grab bag. The object should be covered in some way so that other students cannot see what object was chosen.
* Tell students that the task is to write a composition for their classmates describing their object in as much detail as possible. The object being described should not be named in the composition.
* Advise students to identify as many types of details from the various senses of sight, smell, taste, touch, and sound. Next, encourage students to elaborate on each type of sensory detail appropriately. Instruction in related skills may be provided at this time.
* Ask students to organize their compositions by writing a list or composing a brief outline of the information to be presented. Advise students to decide what details to include, what to leave out, where to start, and how to end.

Writing the First Draft

* Have each student write a first draft of the descriptive composition.

* Advise students to use their notes and the organizational plan which they developed in the prewriting stage.

Revising/Writing Additional Drafts/Editing/Proofreading

* Allow students time to review their compositions based upon the Description Revision Checklist and to make any changes that they feel would make the paper better.

Writing the Final Draft

* Have each student write a final draft of the composition incorporating the revisions that they have just made.

Evaluating

* Collect all the compositions and all the objects from the students. Arrange the objects on a table in front of the room.

* Select several compositions to read aloud to the class. Allow the students to identify the object being described in each paper.

* Guide students in making constructive suggestions as to how various descriptions might be made even more precise and complete. Focus the discussion on both descriptive composition skills. If needed, review specific steps of the procedures related to the skills.

Publishing

* Mounted student compositions, along with the object(s), can be arranged in a display case or on a table in the classroom.

* Submit compositions to the school's literary magazine.

Comment

This writing exercise can be repeated several times by varying the objects that are used.

TYPE OF WRITING: DESCRIPTION GRADE: 4-12

TITLE: **Strange Portraits**

PURPOSE: To provide individual practice in selecting sufficient appropriate details for a description and in elaborating upon those details.

MATERIALS: Pictures are needed. Have students each find and bring to class a picture of a stranger who looks interesting. This picture can be a photograph, or it can come from a newspaper or magazine.

LENGTH OF ACTIVITY: Two to three class periods

SPECIFIC SKILLS:

1. How to select appropriate sensory details to describe a person
2. How to elaborate descriptive details by providing additional specific information

INSTRUCTIONAL STRATEGY:

Prewriting

* Tell students that they will be writing a composition for their classmates describing the person in a picture that another student has brought to class. They will work with this student as a partner, helping each other think of descriptive details to describe the people in the pictures.
* Tell students to observe their stranger's picture carefully and make a list of those details about the person's physical appearance, facial expression, clothes, and mannerisms which make the stranger seem interesting.
* Have students exchange their pictures and lists of details with their partners.
* Have students study the picture, list the details that they receive from their partner, and add to their partner's list by supplying new details, as well as elaboration for details already on the list. Tell students that they can make up a name for the stranger and add details that they imagine but cannot determine from the picture such as the person's tone of voice and manner of walking. Students should use as many of their senses as possible in creating these details. Tell students to pretend that they know the person.

* Have each student prepare a brief outline of the information to be contained in the composition that will be written. Tell students to include as many appropriate details and as much elaboration for those details as possible. Advise students to indicate how their composition will begin and end.

Writing the First Draft

* Have students write first drafts describing the strangers in the pictures.

* Remind students to use the outlines that they prepared during prewriting to guide their compositions.

Revising/Writing Additional Drafts/Editing/Proofreading

* Allow students to check and revise their own compositions using the Description Revision Checklist.

* When students have reviewed their compositions, they should exchange their descriptions with their partners. Ask partners to discuss how successfully each other's descriptions captured what originally made the stranger's picture seem interesting. Have partners work together to revise their descriptions to be as effective as possible.

Writing the Final Draft

* Provide time for students to write the final drafts of their compositions.

Evaluating/Publishing

* Collect the descriptions and the pictures of interesting strangers.

* Display the pictures and have the class select the most interesting-looking strangers. Have students volunteer to read the descriptions of the people picked as most interesting.

* Discuss with students particularly effective details writers have selected for each of the five senses. Have students point out instances where writers have used elaboration to present more information that can be gleaned from merely looking at the pictures.

* Select the best descriptions and pictures and submit them to the school newspaper and/or literary magazine.

TYPE OF WRITING: DESCRIPTION GRADE: 4-12

TITLE: **Friendly--Or Not So Friendly--Landscapes**

PURPOSE: To provide individual practice in selecting appropriate details and elaboration in order to describe a landscape that creates a particular mood

MATERIALS: Students are to complete notes for homework. Have students take writing materials to a familiar outdoor place in the city or the country. Students should observe the setting as if they were looking at it for the first time and write down as many sensory details as they can about the locale.

LENGTH OF ACTIVITY: Two to three class periods

SPECIFIC SKILLS:

1. How to use details to communicate the writer's feelings about the subject being described

INSTRUCTIONAL STRATEGY:

Prewriting

* Tell students that their assignment is to write compositions for their classmates describing familiar places in relation to a mood that their landscapes evoke in them.

* Have students decide upon the mood that they wish to attach to their landscape (e.g., mysterious, peaceful, hectic, exciting, etc.).

* Direct students to review their notes and select the details that seem most appropriate to the mood that they have chosen. Details which do not support the chosen mood should be deleted. Additional details and/or elaboration for details already selected can also be added at this time to develop a list of sufficient appropriate details to use in the composition.

* Have students prepare a brief written organizational plan for their description, indicating how the composition will begin, how the order will be developed, and how it will end.

Writing the First Draft

* Have each student write a composition describing the selected landscape and creating the chosen mood.

* Remind students to consult the organizational plan developed in the prewriting stage to guide their writing.

Revising/Writing Additional Drafts

* Allow students time to review their own compositions based upon the Description Revision Checklist and to make any changes they feel are needed.

Editing/Proofreading/Writing the Final Draft

* Divide the class into small groups. Have the groups read their members' descriptions and discuss how successfully each one fulfills the assignment's purpose of recreating a particular landscape and mood.

* After the group session, individual students should revise their descriptions based upon the comments made during the group discussion.

Evaluating/Publishing

* Collect the completed compositions and the original notes.

* Make copies of several papers with contrasting landscapes (e.g., city/country) and moods (e.g., peaceful/threatening). Discuss the descriptions in relation to the original notes, considering the appropriateness of the details that were selected for use in each description.

* Students can prepare artwork to accompany their compositions. These can be displayed, along with the composition, on a bulletin board.

TYPE OF WRITING: DESCRIPTION GRADE: 4-12

TITLE:

PURPOSE:

MATERIALS:

LENGTH OF ACTIVITY:

SPECIFIC SKILLS:

INSTRUCTIONAL STRATEGY:

Prewriting

Writing the First Draft

Revising/Writing Additional Drafts/Editing/Proofreading

Writing the Final Draft

Evaluating/Publishing

TYPE OF WRITING: EXPOSITION GRADE: 4-12

TITLE: **Game Time**

PURPOSE: To provide group practice in writing a clear set of directions

MATERIALS: No special materials are needed.

LENGTH OF ACTIVITY: Two class periods

SPECIFIC SKILLS:

1. How to analyze an activity in order to isolate each step needed to carry out the task
2. How to organize a set of directions in sequential order

INSTRUCTIONAL STRATEGY:

Prewriting

* Have the class list several games that can be played at the chalkboard and that most students know how to play (e.g., "Tic Tac Toe" or "Hangman").
* Tell students that they will be working in a small group, writing the directions for one of the games listed. These directions are to be prepared for someone who has never played the game before.
* Divide the class into groups and assign each group one of the games previously listed. (More than one group can be assigned the same game, if necessary.)
* Ask the members of each group to work together to list the directions needed to play their game. Suggest that they actually play the game, noting each step that they take as they go along.
* When a group has completed its analysis of a game, the list of steps should be reviewed to make sure that it contains all of the steps needed to play the game and that it lists those steps in the correct sequence.

Writing the First Draft

* Have each group write out in composition form its set of directions explaining a game that can be played at the chalkboard.

* Remind the groups to consult their list of steps as they write their directions, making sure to follow the order previously established by this list.

Revising/Writing Additional Drafts/Editing/Proofreading

* Have each group read over the set of directions and modify any parts that seem unclear.

* Ask each group to use the Exposition Revision Checklist to review and revise the work.

Writing the Final Draft

* Allow each group time to write the final draft of the directions.

Evaluating

* Ask volunteers from the various groups to read their explanations aloud while other students go to the chalkboard and attempt to follow the directions given. Caution all demonstrators to pretend that they have never played the game before and to follow each explanation literally, taking no steps for granted.

* Elicit suggestions from the class for improving any explanations that are not entirely clear.

Publishing

* Directions can be copied neatly, illustrated, and compiled for use by the class members during free time.

Comments

This activity can be repeated with explanations of other simple procedures, for instance, how to put on a coat or how to make a bologna sandwich with lettuce and tomato slices.

TYPE OF WRITING:	EXPOSITION	GRADE: 4-12
TITLE:	**Trivia**	
PURPOSE:	To provide individual practice in organizing and writing a clear explanation of factual information	
MATERIALS:	No special materials are needed.	
LENGTH OF ACTIVITY:	Two to four class periods	
SPECIFIC SKILLS:	1. How to develop a topic sentence for an expository composition 2. How to select details that will support the topic being explained	

INSTRUCTIONAL STRATEGY:

Prewriting

* Tell students that they are to write a composition informing their classmates about some little-known but interesting topic. Allow students time to think of several possible topics that they might like to research for their paper.

* If desirable, plan a class lesson focusing on how to locate information about the proposed topics. This lesson could review basic library research procedures. It also could introduce new research tools and procedures not yet familiar to the students (for example, the use of the Reader's Guide to access information in periodicals or the use of interview techniques to gather information on a personal basis).

* After students have had time to take notes on the information that they might use in their compositions, present a class lesson focusing on organizing an expository composition. Begin by explaining how to write a topic sentence that will be broad enough to encompass the subject to be discussed.

* Emphasize the selection of content that will clearly and completely explain the topic expressed in the topic sentence. Have students review their notes, select the details that support their topic, and eliminate all unrelated information.

* Have students prepare a brief outline for their composition. This outline should indicate the paper's topic sentence, the details that will be used to support that sentence, and the manner in which the composition will be concluded.

Writing the First Draft

* Have each student write a first draft of a composition explaining some little-known topic.

* Encourage students to consult the outline prepared during the prewriting stage as they are writing.

Revising/Writing Additional Drafts

* Have students review their compositions based upon the Exposition Revision Checklist and make any changes needed based upon this review. If desired, students may also exchange papers with a classmate for a similar review.

Editing/Proofreading/Writing the Final Draft

* Collect completed compositions and share as many as possible with the class, either in oral or written form.

* Guide students in commenting upon the completeness and clarity of the papers presented. Allow suggestions for ways in which a particular explanation might be made even clearer, particularly if it contains some unclear or irrelevant portions.

* Have students prepare their final drafts based on the comments.

Publishing

* If students have developed an interesting group of explanations, publish a class collection of "trivia" that could be circulated to other classes.

* Prepare a corridor bulletin board of interesting facts or "firsts."

TYPE OF WRITING: EXPOSITION GRADE: 4-12

TITLE: **Opinion Survey**

PURPOSE: To provide individual practice in writing a clear explanation of a personal point of view

MATERIALS: No special materials are needed.

LENGTH OF ACTIVITY: Two to three class periods

SPECIFIC SKILLS:

1. How to develop a clear statement of a point of view
2. How to provide logical support for a statement of opinion

INSTRUCTIONAL STRATEGY:

Prewriting

* For homework, have students think about some issues that could be part of a class opinion survey. The issues may be public (e.g., "How do you feel about the quality of news programs on T.V.?"), personal (e.g., "What qualities do you look for in a friend?"), or topical in nature (e.g., "What do you think of punk rock music?").

* Ask students for their suggestions on questions to include in a class opinion survey and write these suggestions on the board. If more questions are suggested than can be used, have the class vote on the questions that they wish to include in the survey.

* Divide the class into work groups and assign one opinion survey question to each group. Have students discuss the issue involved in their survey question.

* After the groups have had time to analyze the various points of view possible for their questions, explain to students their writing task. They are to write a composition explaining their own personal point of view on the survey question that their group has discussed.

* Have students each write out a clear statement of the point of view to be supported. (For example, "I think news programs on television provide most of the information that an intelligent citizen needs to keep up to date." or "I find punk rock music distasteful and physically painful to hear.")

* Direct students to list the details that support the point of view statements selected. When the lists are completed, students should review the lists for completeness and relevance, adding or deleting details as needed.

* Have students prepare working outlines for their expository compositions. These outlines should indicate the details that will be used to support the point of view statements and the order in which details will be presented. Direct students to develop a logical order of presentation for their supporting statements, an order that readers will find clear and easy to follow.

Writing the First Draft

* Have each student write a first draft of a composition explaining a personal point of view on the opinion survey question.

* Remind students to consult their working outlines as they write.

Revising/Writing Additional Drafts

* Have students review and revise their own compositions, using the Exposition Revision Checklist.

* Allow students to exchange their papers with the other members of their discussion group. Ask group members to comment on the logic, clarity, and completeness of the explanations. Provide students time to modify their compositions based upon the suggestions made by their discussion group.

Editing/Proofreading

* Ask students to exchange their papers again for additional comments concerning the mechanical components of their revised compositions.

Writing the Final Draft

* Allow students time to revise their drafts based on their classmates input.

Evaluating

* Collect the completed compositions. Share some papers with contrasting points of view on the same issue.

* If any compositions present particular problems in either the clear statement of a point of view or the development of support for that opinion, elicit from the class suggested improvements for those papers.

Publishing

* The results of the surveys can be submitted to the school newspaper.

* If the class wishes, the opinion survey questions can be turned into questionnaire form and administered to other students. The results of the survey can then be compared with the points of view expressed in the class compositions.

TYPE OF WRITING: EXPOSITION GRADE: 4-12

TITLE:

PURPOSE:

MATERIALS:

LENGTH OF ACTIVITY:

SPECIFIC SKILLS:

INSTRUCTIONAL STRATEGY:

Prewriting

Writing the First Draft

Revising/Writing Additional Drafts/Editing/Proofreading

Writing the Final Draft

Evaluating/Publishing

TYPE OF WRITING: PERSUASION GRADE: 4-12

TITLE: **I Should Be Allowed**

PURPOSE: To provide individual practice in writing a convincing letter of persuasion.

MATERIALS: No special materials are needed.

LENGTH OF ACTIVITY: Two class periods

SPECIFIC SKILLS:

1. How to clearly express the thesis of a persuasive communication
2. How to develop adequate support for a persuasive contention

INSTRUCTIONAL STRATEGY:

Prewriting

* Discuss with students the types of things they often wish that they could do but cannot, primarily because of parental restrictions or school rules. For example, students might want to buy their own clothes, have part-time jobs, or have more of a say in selecting the classes that they take.

* As each issue is discussed, isolate the people who would have to act in order for students to be allowed the change that they desire. Talk about why these people might not want to make the change and how they might be persuaded to change their minds.

* Have students select one change that they would like to have happen in their own lives. This may be a change already discussed in class, or it may be a new one.

* Give each student the assignment to write a letter to the person or persons who would be most instrumental in allowing the desired change to occur. The letter's purpose will be to persuade the recipient to allow the writer's request.

* Have each student write out a statement of the thesis or contention that will be used in their letters (e.g., "I would like to be allowed to work as a babysitter in order to earn my own money.")

* Ask students to list as many reasons as they can develop to support their theses. These reasons should be selected for their relevance to the contention, as well as their appeal to the person being addressed in the letter.

* Remind students of the need to write their letters using language that is appropriate in its formality and tone for the person being addressed.

* Have students review their lists of reasons for completeness and relevance and then organize the lists to indicate the order in which the letter will present their arguments.

Writing the First Draft

* Have students write their letters requesting a change.

* Remind students to use the thesis statement and the list of support that they developed earlier as they write their letters.

Revising/Writing Additional Drafts

* Direct students to revise their own letters based upon the Persuasion Revision Checklist.

Editing/Proofreading/Writing the Final Draft

* Have students exchange their letters with classmate reviewers. Reviewers are to respond to the letters as if they were the person addressed, pointing out any reasons that they find inappropriate or weak.

Evaluating

* When students have revised their letters, collect them and select several to read aloud.

* Guide the class in evaluating the letters for their clear statement of a thesis and their use of convincing reasons to support that contention.

Publishing

* If feasible, final drafts of the letters might be sent to the person addressed, along with a request for that person to respond to whether the appeal is a persuasive one.

* Letters can be submitted to the school or local newspaper.

TYPE OF WRITING: PERSUASION GRADE: 4-12

TITLE: **Advertising Campaign**

PURPOSE: To provide group practice in developing different types of persuasive arguments to suit the needs of various audiences

MATERIALS: No special materials are needed.

LENGTH OF ACTIVITY: Two to three class periods

SPECIFIC SKILLS:

1. How to analyze the nature of an audience
2. How to select the arguments that will appeal to an audience

INSTRUCTIONAL STRATEGY:

Prewriting

* As a class, have students decide on a product or service that they think they could sell to different types of customers. Make a list on the chalkboard of the various customers students have in mind (e.g., students, married couples, business people, teachers, etc.).

* One by one, discuss the types of customers who have been listed. Ask students why each category of customers might want to buy the class product. Also, ask students what reasons each type of customer might have for refusing to buy the product. Determine if students can develop convincing reasons to persuade each type of customer of the benefits of their product.

* Divide the class into small groups. Each group will prepare a sales brochure designed to sell the class product to a particular group of customers.

* Allow time for the members of each group to consider the sales arguments that they wish to include in their brochure. These arguments may be ones discussed earlier or additional reasons that the group generates.

* Have each group develop an outline for its brochure. The brochure should clearly indicate the nature of the product offered, the audience for whom it is intended, and the benefits to that audience of buying the product.

Writing the First Draft

* Have each group prepare its sales brochure, consulting the outline developed in the prewriting stage.

Revising/Writing Additional Drafts

* Ask each group to review and revise its brochure based upon the Persuasion Revision Checklist.

Editing/Proofreading/Writing the Final Draft

* Have individual students provide feedback on how successful the brochure was in convincing them to use the class product or service. As a class, suggest additional revisions for the brochure as needed.

Evaluating/Publishing

* Collect the brochures from each group. Make copies for the rest of the class of each group's brochure.

* Let each group give an oral presentation of the brochure. Ask the rest of the class members to try to respond to the brochure as if they were the specified audience.

* If students are interested, they may want to illustrate the brochures and display them in class or actually try them out on the specified audiences.

TYPE OF WRITING: PERSUASION GRADE: 4-12

TITLE: **In Response to Your Editorial**

PURPOSE: To provide individual practice in developing a persuasive argument.

MATERIALS: Editorials are needed. Have students read through newspaper and magazine editorials for a week or so in order to find an editorial which expresses an opinion that is the opposite of their opinions. Tell students to select an editorial that takes a stand on a particular issue.

LENGTH OF ACTIVITY: Two class periods

SPECIFIC SKILLS:

1. How to communicate a persuasive contention with clarity
2. How to develop an argument that logically refutes a given point of view

INSTRUCTIONAL STRATEGY:

Prewriting

* Present students with the assignment of writing a response to the editorials that they have selected for this activity. The purpose of their compositions will be to persuade readers of the original editorials to adopt an opposing point of view. (For example, if the original editorial advocates strict gun control legislation, then a student might write arguing for an absence of restrictions on gun ownership and use.)

* Tell students that their responses to the original editorials may be written in the form of editorials or letters to the editor. The audience for their responses will be those readers of the original editorials who hold the point of view advocated in that editorial.

* Allow students time to develop clear thesis statements for their responses. They must also develop lists of the arguments that they will use to develop their thesis. These arguments must counter the reasons presented in the original editorials and be convincing enough to persuade readers to change their current points of view.

* Remind students of the need to consider the audience for whom they are writing when selecting the language that they will use in their responses.

* Have each student prepare an organizational plan, indicating the thesis that will be developed and the support that will be offered for that contention.

Writing the Final Draft

* Have students write their responses to the editorials that they have selected.

* Remind students to consult their organizational plans prepared during prewriting as they work.

Revising/Writing Additional Drafts

* Ask students to revise their compositions based upon the Persuasion Revision Checklist.

Editing/Proofreading/Writing the Final Draft

* Have students exchange responses and original editorials with classmates. Each reviewer should try to play the devil's advocate, adopting the point of view of the original editorial and trying to poke holes in the argument of the response. This exchange should be used to help students improve the logic of their compositions.

* Allow students time to revise their responses based on the exchange with a classmate.

Evaluating

* Collect all compositions, along with the original editorials.

* Select certain editorials and responses to discuss in class. If any students have written in response to the same editorial or the same issue, discuss how the various arguments differ.

* Guide students in critiquing the logic of the arguments presented in each response, as well as the clarity with which the response communicates its thesis.

Publishing

* Students can submit these editorials to their school or local newspaper.

Comments

If students are particularly interested in certain issues, a class debate might follow this writing activity.

TYPE OF WRITING: PERSUASION GRADE: 4-12

TITLE:

PURPOSE:

MATERIALS:

LENGTH OF ACTIVITY:

SPECIFIC SKILLS:

INSTRUCTIONAL STRATEGY:

Prewriting

Writing the First Draft

Revising/Writing Additional Drafts/Editing/Proofreading

Writing the Final Draft

Evaluating/Publishing

Resource Materials

Teaching

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TESTING OUR SKILLS

This part of T&T contains two major sections. The first section discusses the test items, the test administration procedures, the holistic and analytic score scales, scorer training, and the scoring process. A description of the four types of writing as they relate to the assessment process and copies of the holistic and analytic score scales are also included in the first section. The second section provides samples of student compositions for various prompt lengths and by writing type. For each type of writing, samples of each of the score points are given, along with a rationale for each score point. If the student sample was scored below standard (2 or 1), an analytic rationale is stated.

WHAT ARE THE TESTS LIKE?

Test Description: Overview

The BSAP Writing Tests are administered during the first week of May each year and require students to write compositions in response to a specific writing assignment referred to as a writing prompt. The prompt contains the topic on which the students must write their compositions, the audience to be addressed, the response format to be used, and the type of writing required for the composition.

Each topic used for testing is selected from topics suggested by the students themselves. Samples of students at the appropriate grade levels are asked to list three topics that they would most like to write about. Topics listed most frequently by students and approved by the BSAP Writing Committee are included in the prompts that are field-tested for use in the state assessment. As part of the field-testing, students of various achievement levels and their teachers are interviewed to determine if the content of the prompt is appropriate for the grade level. The most appropriate topics at each grade level are selected for the state testing.

The types of writing required in BSAP at each grade are presented in the following chart. The solid circles indicate where the different types of writing are eligible for testing. Based upon field-test results, persuasive writing is now eligible for testing in Grades 6 and 8. The open circles indicate where the types of writing should be taught.

Type of Writing	Grades								
	4	5	6	7	8	9	10[a]	11[a]	12[a]
Narration	○	○	●	○	●	○	●	●	●
Description	○	○	●	○	●	○	●	●	●
Exposition	○	○	●	○	●	○	●	●	●
Persuasion	○	○	●	○	●	○	●	●	●

[a] Beginning with the school year 1985-86, the Grade 11 test shall no longer be administered. Instead, an exit exam for graduation will be administered beginning in Grade 10. Students who do not pass the exit exam will be provided additional opportunities in Grades 11 and/or 12 to retake the exam after remedial instruction.

Writing Prompts

The writing prompt may be an abbreviated prompt (only one paragraph) or an extended prompt (up to three paragraphs). A discussion of these types of writing prompts follows.

Writing Prompt: Narration

The BSAP writing prompts designed to elicit narrative responses will use words such as telling about or tell what happened. The prompts may also indicate the time span upon which the composition is to focus; for example, they may indicate an afternoon or a period of several days. The audience to be addressed and the response format (composition, letter, report, etc.) will be stated in the writing prompt.

Writing Prompt: Description

The BSAP writing prompts designed to elicit descriptive writing will use words such as describing or describe. The kinds of sensory details that might be appropriate may also be suggested. These may include such phrases as "what you can hear," "what it looks like," and "how it feels to touch." The audience to be addressed and the response format (composition, letter, report, etc.) will be stated in the writing prompt.

Writing Prompt: Exposition

The BSAP writing prompts designed to elicit expository writing will include some form of the word explain. The kind of explanation desired may also be specified for a particular activity, for example, "explain your ideas" or "explain the directions." The kinds of information that might be included in the explanation may also be suggested in the writing prompt. The audience to be addressed and the response format (composition, letter, report, etc.) will be stated in the writing prompt.

Writing Prompt: Persuasion

The BSAP writing prompts designed to elicit persuasive writing include the words convincing and/or persuading. Each prompt delineates the issue to be considered. The audience to be addressed and the response format (composition, letter, report, etc.) will be stated in the writing prompt.

Test Directions for All Types of Writing

The writing test is untimed. Students use No. 2 pencils or pens for the writing test. They may use cursive or printing. The administration procedures require the student to develop a first draft on scratch paper, to edit the first draft, and then to write a final draft on two lined pages that are provided in an answer folder. Teachers are required to provide at least one dictionary (preferably more) for the students' use during the writing testing.

The following general directions are read aloud by the test administrator in administering the writing test.

> Today you will be working on the writing part of the test. You will write a composition using the lined scratch paper for your first draft. revise and edit your first draft. Be sure that yo have written enough to communicate whatever you want to say. You will write your final draft in the space labeled "FINAL DRAFT" provided on the inside of your answer folder. You may use cursive or printing when you write your final draft. While you are writing, you may use a dictionary. Do not crumple, bend, or fold your scratch paper when you have completed your first draft. I will collect it at the end of testing.
>
> Now open your test booklet to the inside front cover. Find the title "WRITING." Under the title, there is a section called "GENERAL DIRECTIONS." Follow along as I read those directions aloud.
>
> You are to write a composition on an assigned topic. For the first draft of your composition, use the scratch paper provided. When you finish your first draft, read it to see if it is well organized and clear. Make any changes that you think will make it better. Make sure that you have used words correctly and that all your sentences are complete. Check your spelling, punctuation, and capitalization. Make sure that your composition has a beginning, a middle, and an end. Then write your final draft in the space provided in your answer folder, using your best handwriting. You may make neat changes on your **final** draft. When you finish, put your first draft inside your answer folder and wait for your materials to be collected.

After the general directions have been read, the test administrator reads aloud the assigned topic in Grades 6 and 8 but not in Grade 11. This topic is also printed in each student's test booklet.

Holistic Scoring Criteria

The minimum standard for the writing test has been established since 1981 because the standard is inherent in the criteria used for scoring the writing papers. The writing papers are rated for an overall impression using a 0 to 4 Modified Holistic Scoring Criteria selected by the BSAP Writing Committee. The criteria are referred to as "modified holistic" because the objectives of Composition, Mechanics, Word Usage, and Sentence Formation are considered in making the overall judgment of the paper.

By definition of the score point criteria, papers that receive scores of 3 or 4 are judged to be adequate papers; and papers that receive scores of 2, 1, or 0 are judged to be inadequate. Zero (0) papers are those that are illegible, off topic, or insufficient in length. Two trained raters judge each paper. If the score point values assigned by the two raters are on the same side of the cut score (adequate or inadequate), the average of the two ratings is reported. For example, if the two ratings are 3 and 4, they are averaged for a score of 3.5. Similarly, the ratings of 3 and 3 would average to 3. If the two score point values are on opposite sides of the cut score, the score is resolved by a third rater. After the resolution reading, the two ratings on the same side of the cut score are averaged to obtain the final score. Additionally, all papers that receive a 0 and any other score receive a resolution reading.

The papers that receive inadequate scores go through a modified analytic scoring to identify specific objectives (Mechanics, Word Usage, Sentence Formation, and/or Composition) in which the students exhibit deficiencies. (Note that Handwriting is assessed only as a function of whether the paper is legible.) A separate group of raters perform the analytic scoring to keep the holistic scoring free from analytic contamination.

Holistic Training and Scoring

Holistic scoring occurs over a four-week period and includes the training of raters and the actual scoring of the writing papers.

A critical component of the modified holistic scoring system is to insure that the scoring criteria are understood and applied accurately and consistently by all raters throughout the scoring sessions. To teach raters how to apply the criteria, a scoring guide has been developed with the assistance of the BSAP Writing Committee. The scoring guide contains materials that are relevant to applying accurately the scoring criteria. The scoring guide contains: (a) the scoring criteria; (b) general scoring guidelines; (c) guidelines for the disposition of unusual papers; (d) grade level scoring considerations, if any; (e) copies of the prompts; (f) administration directions; and (g) explicated papers for each score point value of the scoring

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM (BSAP)

Modified Holistic Scoring Criteria

4 point = A more than adequate response

The composition is related to the assigned topic. It has a focus and is unified; and it has a beginning, a middle, and an end. The composition is developed and flows smoothly from idea to idea.

Errors in sentence formation, word usage, and mechanics may be present; but they do not detract from the overall impression of the composition.

3 point = An adequate response

The composition is related to the assigned topic. It has a focus and is unified; and it has a beginning, a middle, and an end. The composition does not present major obstacles for the reader in moving from idea to idea.

Errors in sentence formation, word usage, and mechanics may be present; but they do not substantially detract from the overall impression of the composition.

2 point = A less than adequate response

The composition is related to the assigned topic. It is somewhat focused and unified; and it may lack a beginning, a middle, or an end. The composition may present obstacles for the reader in moving from idea to idea.

Errors in sentence formation, word usage, and mechanics are frequent enough to detract from the overall impression of the composition.

1 point = A very inadequate response

The composition is related to the assigned topic. It lacks focus and is disorganized. The composition is very difficult to follow.

Errors in sentence formation, word usage, and mechanics are frequent and serious enough to detract substantially from the overall impression of the composition.

0 point = A response that cannot be evaluated

The composition is illegible, is totally unrelated to the topic, or contains an insufficient amount of writing to evaluate.

Blank = A paper should not be assigned a score

If the response is missing or if certain circumstances exist such as teacher intervention, there is no score assigned to the paper.

criteria. The guide remains unchanged to maintain consistent application in the training and scoring processes. The only substantive change each year is the addition of sample student papers for a new prompt so that each of the score point values is defined using papers written on the new prompt. The guides are secure documents that are not for dissemination because they contain secure writing prompts and student papers.

The BSAP Writing Committee scores training papers, qualifying papers, and validation paper sets which are used during training and scoring. The committee also develops rationales based upon the scoring criteria for each of the training and qualifying papers. Prior to scoring the training, qualifying, and validation paper sets, the BSAP Writing Committee members must demonstrate their accuracy and consistency in rating by matching their previously assigned scores on student papers. Without the assurance that the BSAP Writing Committee can score to criteria, error may enter the process, thus, jeopardizing the validity of the scoring.

The raters at each grade level are trained during a three-day training session conducted by Educational Assessment Section staff of the South Carolina Department of Education. Two staff members are necessary for training each grade level group: one conducts the training and one assists in training and handles all logistics. One staff "floater," who moves from one grade level group to another, insures that the procedures are being consistently implemented across grade levels. At least three staff members are present at the scoring site during all weeks of training and scoring. The staff monitors the entire scoring process and retrains scorers on a weekly basis.

Along with the Modified Holistic Scoring Guide, three sets of 10 score point papers and two sets of 20 papers are used in training the raters with discussion at the completion of each paper set.

Prior to scoring actual student papers, raters must meet preset criteria during two qualifying rounds of 20 papers each. To qualify, a rater must (1) assign the exact score point assigned by the BSAP Writing Committee on 28 of the 40 papers (70% score point accuracy) and (2) must assign a score point that is on the same side of the standard on 32 of the 40 papers (80% decision point accuracy.)

Scoring is monitored by recalibration rounds as the first activity each morning and immediately after lunch. Raters are retrained on Monday of each scoring week. Raters are checked as a group each Thursday when the validation sets consisting of approximately 1,000 papers are sent through the scoring system. The validation sets are used to insure that the raters are scoring within 5 percentage points of the BSAP Writing Committee percent above standard. This constitutes an approximation of the 95 percent confidence interval.

Monitoring sheets containing the previous day's and the to-date performance of all raters assist in monitoring rater consistency. Raters who demonstrate accurate and consistent scoring to criteria are rotated as resolution raters.

Analytic Training and Scoring

All papers that receive below-standard scores (2, 1, and 0) during the holistic scoring are also scored analytically. The purpose of the BSAP analytic scoring process is to provide information about the skill deficiencies of students who do not meet the standard on the Writing Test. This information is intended to be used for further diagnosis and remediation. Because the student produces only one writing sample for the BSAP, the BSAP analytic results are not intended to be an exhaustive or definitive identification of the student's weaknesses in writing. Rather, this analysis is intended to indicate at a broad level those skill areas which students and their teachers should work on to improve writing performance. During analytic scoring, the scorer identifies weaknesses that interfere substantially with the overall impression of the composition. The analytic results are not intended to provide information about the relative seriousness of various weaknesses in the student's writing sample. More specific follow-up diagnosis of error patterns is the responsibility of teachers. Also, students who have received adequate scores may need additional instruction.

The following table lists the objective categories and the skill areas included in each objective. These objectives and skills are used to determine deficiencies contained in a composition.

BASIC SKILLS ASSESSMENT PROGRAM
(BSAP)

Analytic Scoring Criteria

Analytic Scoring Categories

MECHANICS
The composition contains the following errors: capitalization punctuation spelling

WORD USAGE
The composition contains the following errors: word meaning pronoun usage verb usage adjective/adverb usage omission of words

SENTENCE FORMATION
The composition contains the following errors: sentence fragments run-on sentences misplaced modifiers dangling modifiers faulty parallel structure

COMPOSITION
The composition contains the following errors: lacks focus lacks unity lacks a beginning, middle, or an end lacks smooth flow from idea to idea

A 1½-day analytic training and qualifying session occurs following the holistic qualifying. A separate group of individuals are trained for the analytic scoring. The training uses the Modified Analytic Scoring Criteria. The analytic guide contains: (a) the analytic scoring guide format, (b) the analytic decision rules, (c) the analytic scoring decisions, (d) the analytic scoring criteria, and (e) actual samples of South Carolina student errors in each of the skills contained in the objective categories. Training and qualifying papers are used to train and qualify these analytic scorers. The analytic guides are also secure documents that are not for dissemination because they contain secure writing prompts and student papers.

Maintaining consistency among scorers is a crucial concern to any large scale assessment project. Since some errors can legitimately be categorized in more than one way depending on the orientation of the scorer and the types of error patterns in the writing sample as a whole, decision rules must be applied so that different scorers will have a common framework for classifying weaknesses.

To establish a basis for consistent classification of errors that are subject to dual interpretation, the BSAP Writing Committee adopted the following decision rules.

1. If a particular word is misspelled or misused repeatedly throughout a composition, this should be considered as <u>one</u> error rather than as multiple errors.

2. If a homonym is used improperly (e.g., "their" for "there"), this should be considered a Word Usage problem.

3. If a contraction rather than the possessive case of a pronoun is used (e.g., "it's" for "its"), this should be considered a Word Usage problem.

4. Two independent clauses that are not separated by a comma, conjunction, semicolon, or period should be classified as a run-on if the second clause begins with a lower case letter (Sentence Formation) but as a punctuation error if the clause begins with a capital letter (Mechanics).

5. Alternate spellings (e.g., "colour" for "color," "theatre" for "theater," etc.) are acceptable.

6. If a student misspells a word, this should be considered a spelling error if the result is <u>not</u> a word. If the misspelled word is actually a word, but the wrong word for the context, this should be considered a usage problem. For example, "Every day millions of people <u>wer</u> dreaming," is considered a spelling error whereas "Every day millions of people <u>where</u> dreaming," is considered a usage error.

7. In cases where there is disagreement among professionals about conventions (e.g., insertion of a comma after the next to last element in a series, placement of quotation marks before or after end punctuation when only a portion of the sentence is quoted, use of a comma after a short introductory phrase, etc.), the use of either convention is acceptable.

WHAT ARE SOME SAMPLES OF STUDENT COMPOSITIONS?

On the following pages, sample student compositions are presented for Grades 6, 8, and 11 by type of writing. First, a sample BSAP writing assignment is presented for the type of writing. Then, sample student compositions representing each of the score points 4, 3, 2, and 1 are presented by grade. These compositions were written by students in South Carolina during an actual testing situation. In these compositions, student handwriting was not a problem since the compositions are readable. For each sample student response, there is a scoring rationale which explains the assigned score. Each scoring rationale is based upon and uses the language of the 0 to 4 point scoring criteria. An analytic rationale is also provided for papers that were scored as below standard papers.

An outline of the format of this section is presented below.

Writing Type: Narration, Description, Exposition, or Persuasion

Grade 6: Score = 4
Score = 3
Score = 2
Score = 1

Grade 8: Score = 4
Score = 3
Score = 2
Score = 1

Grade 11: Score = 4
Score = 3
Score = 2
Score = 1

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NARRATION

Sample Prompt GRADE: 6

****

Write a composition for your classmates telling about a moment or a time in your life when you were very happy.

****

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NARRATION

Sample Student Composition: Score = 4 GRADE: 6

I was very happy when...

I was very happy when my aunt and uncle took me to Walt Disney World. My aunt told me she would take me somewhere for Spring vacation. We decided to go to Disney World. We rode the plane to Florida.

The first night we arrived we went to a beatiful hotel. We ate supper at the hotel restaurant. We then went back to our room and watched the water parade.

The next day we went to Disney world. While we were there we rode many rides. My favorite was a ride which you got in a car and rode through an animated house party. We also saw many shows.

The final day had come and it was time to go home. The fun was over. Maybe, just maybe we'll come back.

Holistic Rationale

The composition is more than adequate. It flows smoothly from idea to idea; is focused and unified; and has a beginning, a middle, and a good ending. The composition is organized and developed, and the few errors which are present do not detract from the overall impression of the paper.

NARRATION

Sample Student Composition: Score = 3 GRADE: 6

The Happiest Moment of my life

The happiest moment of my life was this year. It all the sudden happened. It happened so fast and I thought I would never get up to this moment, but it finally happened.

Well what happened was, I couldn't wait to get to middle school and I am here. I just love all the new things that is different from elementary school. We have so much fun.

We have different rules and different activities to do. This year feels like I'm just starting School because it's a whole new school and I'm in the lowest grade in this school. Well this all about my happiest moment.

Holistic Rationale

The composition is adequate. It is focused, unified, and has a beginning, a middle, and an end. The paper lacks the development which is necessary for a 4 composition. The phrase "all the sudden" is an idiom which is typically used by 6th grade writers. The few errors which are present do not substantially detract from the overall impression.

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NARRATION

Sample Student Composition: Score = 2 GRADE: 6

When I was happy.

One day my mother, and my father and my sister and my other sister, and my brother and we went for three days in the Montains. When we were out there we ask can we get in the water and she said yes that we can stay in there all day and when we got out that afternoon we went to go to take a shower that night we sat down and ate supper that night. Saturday morning we ask if we can go out simming she said yes and we stay in there all day again and we got out of the water that afternoon and that night we take a shower and we come back and we come and sit and ate supper and we stay up for a little while longer and then we went to bed. Sunday we pack up and went home that morning and when we went we unpack and went to sleep.

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Holistic Rationale

The composition is a less than adequate response. It is related to the assigned topic; is somewhat focused and unified; and has a beginning, a middle, and an end. However, the errors are frequent enough to detract from the overall impression of the paper.

Analytics

The composition has weaknesses in the areas of mechanics, word usage, and sentence formation.

NARRATION

Sample Student Composition: Score = 1 GRADE: 6

When I was small My dad use to take me to new york and other places I Remember when I went to Californer I saw the U.S.A. people. They kiss all over me. they had an orange band arround their cloth when I went to Newyork My mother, my Auntie and I went on a plain My dad had seen us up there we had lots of fun. We had pizza mostly everyday. My mother and my Auntie went home Me and my Dad State up there. we had to go to South Carlina. from my grand mother funnaler it was said every baby was Carrying after the funnaler we went to the country were my other Auntie was we ate dinner there. the next day my dad and I went home. In Miami every baby was glad to see us. We was glad to see them we had a party when we went there. I have been travel scen I was first born

Holistic Rationale

The composition is very inadequate. It is related to the assigned topic; but it lacks focus, is disorganized, and is very difficult to follow. It has frequent and serious errors which detract substantially from the overall impression.

Analytics

The composition has weaknesses in the areas of mechanics, word usage, sentence formation, and composition.

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NARRATION

Sample Prompt GRADE: 8

****

Write a composition for your classmates telling about a moment or a time in your life when you were very happy.

****

NARRATION

Sample Student Composition: Score = 4 GRADE: 8

A Moment When I was Happy

This may sound stupid, but the happiest day in my life was when I ran in a race and won.

It was a couple of years ago when I was in the 3rd or 4th grade and went to Upperidge Elem. School. See, every year we had feild day. One day our teacher was assigning events to children, and when she finally got down to the 500 yard dash (I think that it was 500 yds) nobody wanted to do it. I wasn't in anything at the time so the teacher put my name down. I was kind of scared because I had never been in a race before. I didn't think I could run, and when I had to race I was afraid I would ~~loo~~ lose.

Well, the big day came and I was pretty scared! Finally after a long time the P.E. teacher called the event I was in. I got ready, and when she said "go!", I just took off running. I didn't think of anything until I crossed the finish line. My classmates were yelling and I found out I had won! I was so happy, and I felt so proud!!

Since then I've been running. I even race at feild day here in Allen Barnett Midd. School. I may not win, but I still get the enjoyment out of running.

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Holistic Rationale

The composition is a more than adequate response. It is focused, unified, and well developed and has a good beginning, middle, and end. The composition has effective sentence structure, and many details are provided. Although there are some errors in mechanics, they do not detract from the overall impression of the paper.

NARRATION

Sample Student Composition: Score = 3 GRADE: 8

A happy moment in my life was when my family moved to Charleston. I was happy because I was closer to all my relatives. A new school made me happy because I got to meet a lot of new friends. And boy did I meet a lot of friends. I also met these two boys I really like. And I think they're cute. I'm doing well in school and I'm happy we moved here. So you could say that since we moved to Charleston my happy moment hasn't stopped.

Holistic Rationale

The composition is an adequate response although relatively brief. It has a good beginning and end. The composition has interesting details which are not developed. The errors do not interrupt the flow of the response.

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NARRATION

Sample Student Composition: Score = 2 GRADE: 8

The kitten

It was christmas night around ten thirty and I had nothing to do, so I thought I would go outsid for a walk. I opened the door and in came a kitten, it went straight for the kitchen and stood there like we were suppost to feed it. My mom was on the phone with her brother. It was so ugly it was cute, I fell in love with it right there, every body wanted to keep it but my dad didnt know about it yet, he was still asleep we were all in the kitchen and here he came, he was still groggy from his nap he saw the kitten and his eyes got big, he let us keep it he was very shocked but he still let us have it. We put an add in the paper anyway that was part of the deal no one answered the add so I kept it. Its my cat it sleeps on my bed when it gets cold probably because of the heating blanket. I leave it on for her. She still hasnt grown much because we got her spade when she was young. I wouldnt trade her for any price. She is my favorit thing I have in this world

Holistic Rationale

The composition is less than adequate. Although the composition does not explicitly use the words "happiest moment," the composition is related to the topic. While the composition tends to ramble and shift focus, it is somewhat focused and unified. It has a beginning, a middle, and an end. The sentence formation errors present obstacles in moving from idea to idea.

Analytics

The composition has weaknesses in the areas of mechanics and sentence formation.

NARRATION

Sample Student Composition: Score = 1 GRADE: 8

My happy time was when cl got my boat cl got it from my dad. He live on a creek. Me and my frein went out in it all Summer long. We go sking but we [redacted] slacking down when we runing out of gas money [redacted] cl get a alowance.

Holistic Rationale

The composition is a very inadequate response. The composition lacks focus and is disorganized. It has no ending. The errors that are present are serious and frequent enough to substantially detract from the overall impression.

Analytics

The composition has weaknesses in the areas of mechanics, word usage, sentence formation, and composition.

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NARRATION

Sample Prompt GRADE: 11

****

Write about an experience you wish you could have shared with a friend. In a letter tell your friend what happened in that experience.

Before you start writing, you might want to think about what made the experience one you want to share. Think about how the experience began. Think about what you did as a part of the experience. Think about how you felt when the experience had ended.

Now write a letter, telling your friend what happened in the experience that you wish you could have shared.

****

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NARRATION

Sample Student Composition: Score = 4 GRADE: 11

Dear Tommy,

Yesterday we returned from our trip. It was fantastic. I wish you could have been there.

We left ten days ago and drove to Miami. After window shopping in Miami International Airport, we boarded the plane for Aruba. I had never been in a plane before, and I know that you never have. I know that you would have loved it.

After arriving in Aruba, we spent eight days and nights in the sun and surf. It was terrific and I know you would have loved to work on your tan in a place such as that.

The sand on the beached was as white as snow, and there were no shells at all. The water was so blue and so clear that no matter how deep it was, you could still see straight down to the bottom. The sand under the water was perfectly white also. The glowing sun and palm trees on the beach added a special touch and a great deal of beauty.

During the evenings, we attended parties and shows with music and dancing. We also went to banquets and casinos as well

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I thought about you every time I put a quarter into the game machines because I know how much you love games.

When we returned to Miami on the plane, I felt a little sad. I knew that I would never take another trip like that one. I honestly wish that you could have been there with me.

Your friend,

Holistic Rationale

The composition is more than adequate and is an example of a solid 4. The composition is on-topic and has a clear focus. It is also unified and has a distinct beginning, middle, and end. The ending is particularly effective in that it relates directly to the task specified in the prompt. The use of details in this composition enhances the development of the paper.

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NARRATION

Sample Student Composition: Score = 3 GRADE: 11

Dearest Risa,

I had the most wonderful experience the other night, and I have been just dying to tell you all about it.

It all started when Saturday was at the peak of daylight and some friends and I had just arrived at the Diamond Disco.

The atmosphere both inside and outside was a very friendly and inviting one people were talking, laughing, and having a super-great time. I walked inside with my friends and we immediately purchased our tickets. The music seemed to flow with the atmosphere and make everything fall prefectly in place. The line before the entrance door to the disco room was a short one and seemed to move rapidly.

As soon as we intered the disco we ran to the dancefloor and started getting in with this feeling of happiness everyone possessed. Then, it happened, the most gorgious guy I had ever seen in my life was watching me dance. I was were flattered and began to feel my heart flutter as I moved rhythmically to the music that was guiding me. Suddenly, that gorgious guy had stopped observing

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me and was right beside me dancing. Gee that boy could move! He made John Travolta look like an amateur. After feeling like a cloudy drifting beside the sun over paradise, he actually guided me into a slowdance! I felt so free and wonder, almost as though we were the best couple in the world. This guy never said a word but his eyes glowed so bright, I did not need words.

Sadly enough, my friends and I were back where we started. On the way to the car, I noticed everyone was tired and gloomy. The deep, dark night was well started and it took with it a dream-come-true. I shall never forget my night in heaven and I surely hope I can experience it again in the future.

Very dreamingly yours,

Holistic Rationale

The composition is an adequate response. A beginning, a middle, and an end are clearly evident. The composition flows fairly well, and the events are narrated in a clear sequence. The errors in mechanics do not substantially detract from the overall impression of the composition.

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NARRATION

Sample Student Composition: Score = 2 GRADE: 11

Dear Freddy:

I woke up about four o'clock Saturday morning. My brother called and got me up. We were going hunting and I had never went before. So my brother was going to take me. Well me and Wayne, my brother got everything so we started out. Then we had to stop by the store to meet a friend of my brother that was going too. So we started following him to a hunting club that he was a member of. So we made it in a hour and I look at my watch it was about five thirty Then when we got to the club no one was their so we waited and then a lot of trucks pull in. Then we jump in the back of one and went to the woods. I got out and went in the woods about third minutes a the dog jump a back and I shot at him and got him. So we finish cleaning him and hunted a little longer and went home. The next night we cook him. Well I got to go. See you later

Senieby

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Holistic Rationale

The composition is inadequate. Although a beginning, a middle, and an end are present and the focus is clear, the frequent errors detract from the paper's effectiveness. In particular, mechanics and word usage errors occur throughout the paper.

Analytics

The composition has weaknesses in the areas of mechanics and word usage.

NARRATION

Sample Student Composition: Score = 1 GRADE: 11

I'm writing you to tell you about an experience I had in may trave. Frist I recieved a letter in the mail say if you askwer thee quiser right you win. Trave trip so I askwer the qutser and mail it back. And about two weeks later a women can to the house to tell me I had win that Trave trip. I we all around the World to one state to a other City and country. The experience I have lead is that you can read a lot about diffard place and the popluont and nice sent see the clothes, care and Etc. It's is great word to go around to see

Holistic Rationale

The composition is very inadequate. Although the composition is related to the assigned topic, the narrative is very difficult to read and is hard to follow because of the frequent and serious errors in the composition.

Analytics

This composition has weaknesses in the areas of mechanics, word usage, and sentence formation.

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DESCRIPTION

Sample Prompt GRADE 6

****

Pretend that you have just seen an interesting animal at the zoo. Now you are going to describe this animal for your classmates.

Before you start writing, you might want to think about what made you first notice the animal. Think about what the animal looked like and what it was doing. Think about what it would feel like to touch the animal's skin. Think about any sounds that the animal made.

Now write a composition, describing for your classmates the interesting animal that you saw at the zoo.

****

DESCRIPTION

Sample Student Composition: Score = 4 GRADE: 6

The Elephant

I saw the most interesting animal at the zoo. It was a huge African elephant. With his large drooping ears, he stomped over to the hay pile. He started picking up the hay with his long trunk and raising it to his mouth.

His tight, wrinkled skin made me think of someone who had taken too long in the bathtub, or as if he was an old woman. He used his short, skinny tail to scare away the flies, and I thought about how funny it was for such a large animal to have such a small tail. He had soft brown eyes and only one tusk.

The elephant looked like a very friendly creature, but its hugeness frightened me a little. Even though I've seen many elephants before, I think it is the most interesting kind of animal in the zoo.

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Holistic Rationale

The composition is more than adequate. It is focused and unified; and it flows smoothly from idea to idea. The composition has a beginning, a middle, and an end. The varied and sophisticated sentence structure and the elaboration of details are features of this well developed composition. The few errors which are present do not detract from the overall impression of the composition.

DESCRIPTION

Sample Student Composition: Score = 3 GRADE: 6

Parrots

We went on a class feild trip to the zoo. We visited all the animals in the zoo, but I liked the parrot the most out of all. It was a funny little bird with a hooked shaped bill, its feathers were as if somebody painted them with very bright colors. I would say a word and it would say it right back to me not knowing what it meant. The bird is about 1 foot tall.

Holistic Rationale

The composition is adequate although it has an abrupt ending. It is related to the topic and is focused. There are no major obstacles in moving from idea to idea. The errors do not substantially detract from the overall impression of the paper.

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DESCRIPTION

Sample Student Composition: Score = 2 GRADE: 6

The Interesting Animal At The Zoo

My interesting animal I'm going to talk about is a white poler bear. He lives in the zoo. What made me frist Notice the poler bear was when I went down to see what was all that laughing was about. Then I notice that there was two poler bear was plaing. Then I went up the steps back outside. Then some poler bears came from under the water. And went and got something to eat. Then they gave me a idea to get me something to eat. I was enjoyin myself. Now this is the end of my story.

The
End

Holistic Rationale

The composition is a less than adequate response. While it is somewhat focused and unified and has a beginning, a middle, and an end, the frequent errors present obstacles in moving from idea to idea and, thus, disrupt the flow. Consequently, the overall impression of the composition is marred.

Analytics

The composition has weaknesses in the areas of mechanics and word usage.

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DESCRIPTION

Sample Student Composition: Score = 1 GRADE: 6

I saw a Mokey. He had hair on his chese. He is little. He would feel ferry. He made a loud q~~r~~i sound. He swong by tree limb to limb. His feet look liked his hands. He has a long tail, that crould up. He has black fear and he has whit around his face.

Holistic Rationale

The composition is very inadequate. Although it is related to the assigned topic and is somewhat focused and organized, the errors are frequent and serious enough to substantially detract from the overall impression of the paper.

Analytics

The composition has weaknesses in the areas of mechanics and word usage.

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DESCRIPTION

Sample Prompt GRADE: 8

****

Write a composition for your teacher describing your favorite famous person.

****

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DESCRIPTION

Sample Student Composition: Score = 4 GRADE: 8

My Favorite Famous Person

My favorite famous person is Larry Bird. Larry Bird is my favorite famous person because he is great at basketball. And I love basketball. When I'm at home I watch basketball games alot but my favorite is Larry Bird and the Boston Celtics. Larry always scores lots of points and plays his best in every game. I played basketball and learned lots of tricks from watching Larry Bird on television.

At home when I'm watching Larry play at the games I feel like I'm right there on the court watching and cheering at every point he scores. Larry is the greatest in my eyes and he always will be. And this is why Larry Bird is my favorite famous person.

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Holistic Rationale

The composition is more than adequate. It has a beginning, a middle, and an end and is focused and unified. The composition has specific details and is developed. Despite some errors, the composition flows nicely.

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DESCRIPTION

Sample Student Composition: Score = 3 GRADE: 8

John Stamos

John Stamos is my favorite famous person. He plays on a soap opera. The name of the soap opera is "General Hospital." It comes on monday thru Friday on Channel thirteen at 3:00. His name on the show is Blackie. John has black hair and blue eyes. He is very cute. He is in almost every teenage magazine. And in some magazines they say that he plays the drums. And he has had three concerts and all three of them have been sell outs. He has made a commercial too. I like John Stamos.

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Holistic Rationale

The composition is adequate. It is on the assigned topic and has a beginning, a middle, and a brief ending. The composition is focused and somewhat unified. The choppiness somewhat interferes with the flow of the composition. However, the few errors that exist do not hinder the overall impression of the composition.

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DESCRIPTION

Sample Student Composition: Score = 2 GRADE: 8

My favorite famous person is Elvis Presley. He was a singer. Elvis had black hare and brown eyes. He wasn't skinning but he wasn't fat either he started getting fat just before he died. Elvis had a good voice to. He was cute all the girls liked him. These are the reasons he is my favorite famous person.

Holistic Rationale

The composition is a less than adequate response. It is unified and has a beginning, a middle, and an end. However, the errors interfere with the flow of the composition.

Analytics

The composition has weaknesses in the areas of mechanics, word usage, and sentence formation.

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DESCRIPTION

Sample Student Composition: Score = 1 GRADE: 8

My favorite famous person is

Is "Michail Jackson" he has allwaya song great. He has had his hair burned in the back doing a Commercial on pepsi. I really like the way he days and kicks his feet around I belive he in any way, I heard them talking his hair got caught on fire all day the day he got burned. His best friend is "Diana Ross" she is a famous singer too. She looks very young but she is very old I've heard shes about almost is in her fifty's. "Well those are my favorite famous persons. Besides I still belive he a punk. He can day and he cant sing. He has lots of colorful clothes and shoes.

Holistic Rationale

The composition is a very inadequate response. The composition lacks unity, shifts focus, and lacks an ending. The frequent and serious errors detract from the overall impression of the paper.

Analytics

The composition has weaknesses in the areas of mechanics, word usage, sentence formation, and composition.

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DESCRIPTION

Sample Prompt GRADE: 11

****

Write a composition for your teacher describing your favorite possession.

****

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DESCRIPTION

Sample Student Composition: Score = 4 GRADE: 11

My Favorite Possession

My beige and white Raggedy Ann doll is my favorite possession. Her eyes are very dark black like very sweet black raisins. The hair color is orange and reddish like the evening sunset. Her cheek color is red like a very red rose.

Raggedy Ann is my favorite possession. Because when I was very young, she was my best friend. We played games together in the bright yellow sun on Sunday afternoon. We also ate our delicious dinners together, but most of all, Raggedy Ann was my protector at night. She would keep all of the demons and witches away. She would even kiss me goodnight when I forgot to kiss her.

In conclusion, my beige and white Raggedy Ann doll is my favorite possession because we shared a number of good times when I was small. Raggedy Ann was also my protector when I was afraid at night. Sometimes I felt as though she was my mother, but she's only my favorite possession.

Holistic Rationale

The composition is more than adequate. A clear beginning, middle, and end are present. The composition includes a number of descriptive details that develop the major ideas. The few errors do not detract from the overall effect of the composition. This composition is a good illustration of the fact that papers can be more than adequate even though they are relatively short.

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DESCRIPTION

Sample Student Composition: Score = 3 GRADE: 11

My Favorite Possession

My favorite possession is my small collection of trophies and certificates. These trophies and certificates range from oratorical contest to extra curricular activities. They are small and beautiful as well as large and ugly.

The trophies and certificates that I have received have shown my ability to do things other than play around. They provide me with a little more confidence because whenever I look at the trophies and certificates I am reminded of how hard I had to work to receive them recognition and I then realize that I can do anything I set my mind to do.

These trophies and certificates are my favorites because once they have been given to me they will become mine in at least forever. They may never mean anything but a piece of paper or just a piece of hardware to anyone but them but they mean the world to me because they belong to me and I am proud of them.

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Holistic Rationale

The composition is an adequate response. The focus is clear although the unity is somewhat weakened by the repetition in the second and third paragraphs. Scattered errors are present but do not substantially detract from the composition's overall effect.

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DESCRIPTION

Sample Student Composition: Score = 2 GRADE: 11

I possess the talent of playing basketball. I have the talent and courage to become a better ball player. I can put alot of fancy moves on my opponents.

I can do things that other can't do. I can play offense better than defense. I like to challenge my opponents so my skills can get better and better. My skills have improved alot because I weren't a good outside shooter. Now when I concentrated harder I let the ball follow through. I'm a good free through shooter. I have the ability to jump and get alot of rebounds. If I ever get a fast break, I'll try my best to do a three-sixty and dunk.

Holistic Rationale

The composition is an inadequate response. Despite the somewhat unusual interpretation of the prompt, the composition is considered related to the topic. Although the composition is focused and unified, the repetitious use of "I" disrupts the flow of the paper. A beginning and middle are present, but the paper ends abruptly. The errors present detract from the overall impression of the paper.

Analytics

The composition has weaknesses in the areas of mechanics, word usage, and composition.

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DESCRIPTION

Sample Student Composition: Score = 1 GRADE: 11

My favorite possesion my car. It has a Radio, to duel eggraustsom a air conditon. will go ninety mills a hour an get thesty-four mills to the galleon i thank you would lacks to red my car my Girlfriend rides in it the first day and she lork slot.

The end

Holistic Rationale

The composition is a very inadequate response. It is related to the topic and is somewhat focused, although it is disorganized. The frequent and serious errors in mechanics, word usage, and sentence formation make it difficult to follow.

Analytics

The composition has weaknesses in the areas of mechanics, word usage, sentence formation, and composition.

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EXPOSITION

Sample Prompt GRADE: 6

****

Write a composition for your classmates explaining how to do something that you like to do.

Plan your composition before you begin to write. Think about something that you enjoy doing (playing a game, cooking something, visiting a special place, engaging in a hobby, etc.).

Then write your composition for your classmates explaining how to do something that you like to do.

****

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EXPOSITION

Sample Student Composition: Score = 4 GRADE: 6

"Water Skiing"

Skiing is a really fun sport once you learn how to ski. First you need a good teacher who knows all about skiing. Then you'll need a pair of skis and a life jacket. You'll also need a boat and an experienced driver. Once you have these things you'll be ready to ski.

When you get to the lake or what ever place you'll be skiing, be sure there are no logs or branches nearby. If there is alot of things in the water, it won't be a safe place to ski. Once you get your skis and life jacket on and are in the water you need to get into a squatting position. Then grab hold of the rope. Your teacher will hold you up until you are ready. Once you're ready, signal the driver of the boat. He'll start off slowly until you're almost standing up. Then he'll start to go faster so you won't

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fall. If you do fall, let go of the rope. Once you become a better skier you can try tricks: Like jumping ramps, going on one ski, turning flips, weaving, picking a ski, ect. If you don't get up on your first try don't feel bad. Just remember the saying, 'Success comes in can's not in can'ts'. Some people don't get up until they are 21 or older. Just never lose faith in yourself.

If you ever go skiing, make sure you have a grown up with you. Remember all of the safety rules and follow your teacher's instructions. Skiing can be fun but it can also be dangerous.

Holistic Rationale

The composition is more than adequate. It meets all the criteria for a 4 response. The composition is on the assigned topic, is focused and unified, flows very smoothly from idea to idea, and is well developed. The composition explains a process in a logical sequence and provides effective transitions from one step to the next.

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EXPOSITION

Sample Student Composition: Score = 3 GRADE: 6

"Something good to Eat"

After I work on bikes I like to have something to eat. If my parents were not home I couldn't ask them to fix me something to eat, could I?

One of my favorite dishes after working on bikes is shrimp cocktail.

You start with shrimp that is veined and shelled.

After that place the shrimp (as much as wanted) in a saupan. The saucepan should at least be large enough for the shrimp to have a good amount of room.

Now you continue by placing plenty of water in the pan.

Then turn burner to high and place the pan on. When the water starts to boil leave the shrimp in for 10-20 minutes.

Drain the shrimp and place in a desired containes. Then place a cocktail sauce on the shrimp and place anything else that you might want.

THEN EAT!

LOUISIANA 1900 1238

Holistic Rationale

The composition is adequate. It lacks the flow and development necessary for a 4; but it is on the assigned topic, is focused, and is unified. The composition has a beginning, a middle, and an end. The ending is typical of sixth grade writing. The errors which are present do not substantially detract from the overall impression of the paper and do not present major obstacles in moving from idea to idea.

EXPOSITION

Sample Student Composition: Score = 2 GRADE: 6

How to Do It.

In class we told each other are hobbies and my hobbie was archery. I like because it builds up your muscles and its fun. To become an archery exgert you have to have guardination, good aim, and a very steady hand. The utinsiles you need is a bow, five arrows (good points) two balls of hay and a target and some bow wax. Theres two different kinds of standered holdments for hunting hold the line by your nose but for target practice hold the line by your chin.

There are two danger things are if you pull back on a line the bow or line may break. Two never shot an arrow up in the air it may come down and hit somebody.

Holistic Rationale

The composition is less than adequate. It is related to the assigned topic and is somewhat focused and unified. However, the errors present obstacles in moving from idea to idea and detract from the overall impression of the paper.

Analytics

The composition has weaknesses in the areas of word usage, mechanics, and sentence formation.

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EXPOSITION

Sample Student Composition: Score = 1 GRADE: 6

What I like to do

The thing I like to do is build model I build about a most like a month The biges model it the Spruetle and it took two snows. It was the biges model I ever built This is my last models were a car a Ford Mustang

For christ I got a a brush of model. One time I got all mad, ten made it I brok all of the to geth Then went to theston and bough more models

Holistic Rationale

The composition is very inadequate. It is related to the assigned topic but has frequent and serious errors. The errors make the composition very difficult to follow and substantially detract from the overall impression.

Analytics

The composition has weaknesses in the areas of mechanics, word usage, and sentence formation.

EXPOSITION

Sample Prompt GRADE: 8

****

Write a composition for your classmates explaining how to do something that you like to do.

Plan your composition before you begin to write. Think about something that you enjoy doing (playing a game, cooking something, visiting a special place, engaging in a hobby, etc.).

Then write your composition for your classmates explaining how to do something that you like to do.

****

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EXPOSITION

Sample Student Composition: Score = 4 GRADE: 8

"How to Blow a Bubble"

To blow a good bubble you need a good piece of gum. The three cent kind or Bubblicious is the best.

Follow these next steps to a successful bubble. First unwrap the gum. Throw the paper away in a trash can or put it in your pocket. Place the gum into your mouth and start chewing. Chew the gum until it becomes goody and soft. Be very sure that it isn't underchewed or overchewed.

Now you are ready to blow the bubble. Place the gum on the end of your tongue and spread it out some. Stand the gum up on the tip of your tongue touching the center of the bread. Do not stick your tongue through the gum and don't make it too thin. It should be about 1 cm or 1½ cm. thick. Then slowly stick your tongue through the middle of the gum blowing into the hole you make. Whenever the bubble feels like it is going to pop or if

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you'd just like to stop, mash the beginning of the bubble, at your lips, together. Now you have a bubble.

Be careful because one of your friends might come along and slap their hand over your mouth. Then, of course, it would pop.

Whenever you get tired of the bubble just bring it back into your mouth and bite it. If you'd like to blow another, just start chewing it up again and do the same thing over.

Holistic Rationale

The composition is a classic example of a more than adequate response. The composition is focused and unified. The topic is original and is beautifully developed. The smoothness of flow in this composition is exemplary. Additionally, the composition is virtually free of errors.

EXPOSITION

Sample Student Composition: Score = 3 GRADE: 8

Scuba Diving

Scuba means self contained under water breathing apparatus it is used for sport and also scienc purposes.

To learn how to scuba dive you will need your equipment first. you will need a scuba tank, a regulator, a B.C., a mask, a weight belt, a snorkel, a knife and fins after you get all these togethes you will need to take a course in how to scuba dive.

The course is given by a certified instructor you must know how to abandon your equipment in case of danger, how to equalize with the pressure of the water., how to clean your mask when filled with water and other Commons dangers of the scuba diver.

After you finish the course you will need to find a buddy diver that can go diving with you or stay in the boat while you dive in case your get in trouble.

Where I live it is warm mostly year round and can go scuba diving a lot. the ocean is not very clear but at the bottom of the ocean its get about sixteen feet of visibility. I can also go into most of the rivers. they are not very clear but you can find all kinds of artifacts like whale teeth, sharks teeth, shark vertebrae, fossilized bones, old Civil and Revolutionary guns and lots of other things it is a good sport it is fun and also profitable.

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Holistic Rationale

The composition is adequate. It is focused and unified and has a good beginning, middle, and end. Although there are obvious sentence formation problems, they do not substantially detract from the overall quality of the composition.

EXPOSITION

Sample Student Composition: Score = 2 GRADE: 8

How to duck Hunt

To Learn to duck Hunt take a lot of intellagences and senes. First you must have A good shootgun or goores gun You must have A goodeye for shooting To get to the beat places you must have a good boat and motor. Your should have some destroy's. You should take your time in getting your destroy to make sure your get the right ones It is beat that you where camea Flog sloths And have the things in your boat to. Try to avoid bright sloth's. It is fun to have a dog with you so you don't have to get tout the boat and get the ducks your self. You want Feel along with a dog either. The maen point is trying to hide from them And when they come over or Load in the destroy" shoot them.

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Holistic Rationale

The composition is a less than adequate response. It is somewhat unified and focused on the topic. It has a beginning, a middle, and an end. The errors detract from the overall impression of this composition and present difficulties in moving from idea to idea.

Analytics

The composition has weaknesses in the areas of mechanics, word usage, and sentence formation.

EXPOSITION

Sample Student Composition: Score = 1 GRADE: 8

The first thing I like to do is ice-Skating. "Ice Skating is my favorite sport." mother said that you have to get a good educcation in order to do ice Skating." I think ice Skating is fun to do. because I like meeting with new people and new friends, and I think ice Skating is fun to do and I wood like get a god eudacation in School and College and to Belive in my self and have confidence in my self, and when I get sixteen year old I will go to los Angels and take up ice Skating on may Birthday in May 6,.

Holistic Rationale

The composition is a very inadequate response. It is on the assigned topic but lacks focus and unity. Even though there is a beginning, there is no ending; and the composition is generally disorganized. Additionally, the numerous errors in the composition make it very difficult to follow.

Analytics

The composition has weaknesses in the areas of mechanics, word usage, sentence formation, and composition.

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EXPOSITION

Sample Prompt GRADE: 11

****

Write a composition for your classmates explaining how to do something that you like to do.

Plan your composition before you begin to write. Think about something that you enjoy doing (playing a game, cooking something, visiting a special place, engaging in a hobby, etc.).

Then write your composition for your classmates explaining how to do something that you like to do.

****

EXPOSITION

Sample Student Composition: Score = 4 GRADE: 11

How To: Stay on a Diet

We all know that to lose weight, one must combine exercise and the benefits of a proper, but restricted diet. But of course like all things worthwhile, this was easier said than done. Here are a few tips that can possibly make dieting a little bit easier.

After you've chosen the type of diet you wish to stick with, begin right away - each day you procrastinate is another day you'll have to wait to be the "New You". Write down what you eat each day, and set up a calendar marked with the date you hope to complete your diet along with the desired weight you hope to be. Mark off each day as you go along.

Each week you stick to your diet reward yourself with something special - maybe a bubble bath or that new outfit you've been dying for! Never reward yourself with food. And when temptation comes along to eat that piece of chocolate cake, focus on the benefits, not what you're having to give up by not eating that cake.

Stay involved in some kind of activity. This will keep your mind on things other

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than food. Exercise, take a shower, or go for a drive in the country!

But remember, even the best dieters fall sometime, so if you just can't stand it and you eat that Banana split, don't go "nuts" and eat everything in sight because you think you've blown it! Just pick up where you left off! That's the way to loose those unwanted pounds and inches! Just remember: It's all up to you - you can be whatever you want to be, and the choice is yours. The key to successful dieting is persistance and not giving up. No, it's not easy, but aren't the results worth it in the end?

Holistic Rationale

The composition is a more than adequate response. It is on the assigned topic and has a good focus and is unified. The composition is well developed. Despite a few errors, it flows smoothly from idea to idea.

EXPOSITION

Sample Student Composition: Score = 3 GRADE: 11

How to ski

In order to ski you must have the following objects. The first thing you need is a boat and motor. The second thing you need is a ski rope, life jacket and a pair of skis. With all the objects above that I just named you should be ready to ski.

After you have all the equipment then you can learn to ski properly. To begin you need some water to ski on. After you find water put the boat in the water. You should have at least three people in the boat. One in the boat driving while the other watches the skier. The skier first jumps into the freezing cold water. After he is in the water someone throughs the skis to him. After you have have the skis on someone will through you the rope. Take the rope in both hands with the tip of your skis out the water and you knees bent. Let the drivers of the boat know when you are set and ready to go.

If you have done everything exactly the way I told you you would be up

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and skiing by now. Skiing is very dumb and easy to learn. Have fun skiing and look out for logs.

Holistic Rationale

The composition is an adequate response. It is focused and unified. There are some mechanics and word usage errors. However, these errors do not substantially detract from the overall impression, nor do they present major obstacles in moving from idea to idea.

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EXPOSITION

Sample Student Composition: Score = 2 GRADE: 11

I like to cook and bake. You can cook fried rice. Get a pan out put a little grease in the pan then while the grease is getting hot. You can first you crack one egg and beaten. Then chop up some onion you can put any kind of meat. Ok cook some rices to. First you put the egg in first then the rice let the get brown then put meat.

Have you ever bake cinnamon rolls? I tell you how do it. First you got some flour and you got some yeast warm you milk. Then you get two beaten eggs. Then you mid all together once it like a dough. Then you roll it out. Once you roll it get some melt melt butter and get your brush and dip in the melt butter and mop the dough with the butter. Once you have done that then get some cinnamon and put on there and get the peacans and raisins. And then roll up and cut it and put in the pan.

Ivan Lind

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Holistic Rationale

The composition is a less than adequate response. It has a good beginning and is somewhat focused and unified, despite the fact that the composition deals with two topics. There are many errors in mechanics and word usage. In addition, there are several run-ons which contribute to the sentence formation problems. The errors are frequent enough to detract from the overall impression of the composition.

Analytics

The composition has weaknesses in mechanics, word usage, and sentence formation.

EXPOSITION

Sample Student Composition: Score = 1 GRADE: 11

When i final school i am going to a truck driving in georga. Also i like to rid motorcy and go car it is fun to rid them. I alway like to com to school is so fun when the teache lord room and make me smile. When i finial High school i wish i can get my doploma. I alway sai's when i get big i going to — driving a race car but i am going for that. Some peapl does not like to built thing you can get me to built what you want. I also like to be a constrution is a big company you can work it let suppoint that is a real big company to make god money. And one day i min just like my on company one day I min become a teacher and day you can hear tell i have so many thing in my mind that i want to be but the big thing i had in my mind was a comabution movi —

Holistic Rationale

The composition is a very inadequate response. Even though this paper is related to the assigned topic, it lacks focus and is disorganized. In addition, numerous and serious errors detract substantially from the composition, making it very difficult to follow.

Analytics

The composition has weaknesses in the areas of mechanics, word usage, and composition.

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PERSUASION

Sample Prompt GRADE: 6

****

Write a composition for your classmates convincing them that your school should or should not have a dress code.

****

PERSUASION

Sample Student Composition: Score = 4 GRADE: 6

Almost every time I go past Mount George (one of the dress coded schools) it reminds me of a section of the Twilight Zone. The people who go there look like clones, with green plaid pantsand skirts, white button down shirts, and green tie. I think we're lucky to be able to dress as we please, and if we use this privilege wisely we can keep it. There is a slight problem though.

The problem is that some people don't appreciate this privilege. They are the ones who wear bermuda shorts, halter tops and other disgusting things to school. There is an advantage to the no-dress code act as you may call it.

The advantge is happiness. Happy children are usually good children. People like to be different, I think. Actually I don't think anybody likes clones, or looking like one.

Holistic Rationale

This is a more than adequate response. It is on the assigned topic and is focused and unified. There is a beginning, a middle, and an end. The composition is well developed and flows smoothly. The few mechanics errors do not detract from the overall impression.

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PERSUASION

Sample Student Composition: Score = 3 GRADE: 6

Our school should not have a dress code because we should be able to wear what we want to wear. Everyone should know not to wear a bathing suit or shorts, when a school has air conditioning. Our school don't have stairs, so we should be able to wear mini skirts. Some schools do need dress codes, but some don't.

Holistic Rationale

The composition is adequate. It is related to the assigned topic and is focused and unified. It has a beginning, a middle, and an end. Although the composition lacks development, it moves from idea to idea.

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PERSUASION

Sample Student Composition: Score = 2 GRADE: 6

My Topic is To Convins One of My Classmates That we Should not Have A Dress Code and My Classmate is Joy.

Frist I think that we should not have a Dress Code. Because one thing it would not work. people in the schol would not come to school anymore. They would not like it. And You would not like it if your fiends did not come to schol anymore would you.

"Next people would be after you they would not like you and you know that if you get people imad in this school you would get in a lot of mass." You know that people in all most all the people in school do not like to be told what to weare.

And last I would not like any body in this school getting mad at you, like Me, Tom, Clyde, Sam, and some of the teachers like Miss Globe and some of the boies not some all most the hole school ok so I hope you make your mind about that. Or if you don't me and the school well make it for you. The End.

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Holistic Rationale

The composition is less than adequate. It has a beginning, a middle, and an end. It is related to the topic and unified at the end although the composition lacks focus. The word usage errors are serious enough to detract from the composition.

Analytics

The composition has weaknesses in the areas of mechanics, word usage, and composition.

PERSUASION

Sample Student Composition: Score = 1 GRADE: 6

I think The most dress code to like Someone
To is your school or not dress good or not.
like a girl she dressie Blak a Brue
face or some levi's and it is Ball up and
I think That yours to tell them that
they are not dress the Rite way
or when Some people come to visit
and they look it The Students
and See That they are not dress good

or that when your got To your god
To look for manners don't be like
the your go The Some School.

hey you got look one for mans
and tell them went they are bad
it don't look good.
tell them that's dress code

Holistic Rationale

The composition is very inadequate although it is related to the topic. The paper is disorganized and difficult to follow. The errors in mechanics, word usage, and sentence formation are serious and frequent.

Analytics

The composition has weaknesses in the areas of mechanics, word usage, sentence formation, and composition.

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PERSUASION

Sample Prompt GRADE: 8

****

Write a composition for your classmates convincing them that your school should or should not have a dress code.

****

PERSUASION

Sample Student Composition: Score = 4 GRADE: 8

Dress Codes in School

I think schools should have dress codes for somethings, but not everything. They should have limits for the length of shorts, miniskirts, and shirts. This is important because without these codes students would wear indecent clothing. I don't think that students would object to this kind of code because they know it is important.

Sometimes dress codes are unliked by students. They feel like they have no freedom. Being able to wear what you like and feel comfortable in, is important and when dress codes take this away you feel like your freedom is gone. And sometimes this makes students want to protest and break the rules of the code.

Dress codes are useful at times, but they can also create problems. I'm in favor of them, but only when they are fair and reason-

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able. I think that only a few articles of clothing should be limited, not everything. If these codes are fair then I don't think there will be any problems. Students will respect the codes and dress accordingly.

Holistic Rationale

The composition is a more than adequate response. It is well developed, organized, and flows nicely. The composition has a beginning, a middle, and a good conclusion. Although there are a few errors, they do not detract from the overall flow of the composition.

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PERSUASION

Sample Student Composition: Score = 3 GRADE: 8

Our school should have a dress code. We should have certain rules about how short we wear our shirts and shortpants. If our school didn't have a dress code some people would be going half clothed. And I believe when your in public you should be fully clothed and look neat. When you go to school with shirts or shorts on that look undecent you should be sent home. Our school should have decency and respect.

Holistic Rationale

The composition is an adequate response. It is focused and has a beginning, a middle, and an end. Although the composition is not developed, it is unified; and there are no major obstacles in moving from idea to idea. The few errors do not substantially detract from the overall impression of the composition.

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PERSUASION

Sample Student Composition: Score = 2 GRADE: 8

Your school shoulder should not have a dress code
My school should have a dress code because so many different people wear all kind of cloth. Some girl wear their dress to short or to big. Some boy dress like girl. Their cloth all out of their pant. Some teacher's should have a dress code. Most teacher's dress alright but some time they are just like the student. They cloth all out of their pant. But they think they are clear but they are not. All the school should have a dress code and badly. They should have one special color for the student to wear. We are not so special that we can't have a dress code. Some people really need a dress code. Instead of walk like a person off the street. Now that is what I think about the dress code. That all school should have a dress code and very bad. Special at J.P. River. People around here walk just like a person who came off the street.

Holistic Rationale

The composition is a less than adequate response. It is somewhat organized but does not flow smoothly from idea to idea. The errors present obstacles and are frequent enough to detract from the overall impression of the composition.

Analytics

The composition has weaknesses in the areas of word usage and sentence formation.

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PERSUASION

Sample Student Composition: Score = 1 GRADE: 8

I think that We Should have A dress Code because our School need it And our School Mint learnd a little Better Because OUR School have Show learnd. Because our School need a lot of formation and if We get that code. Sometime it can learnd you alot of new - diffcention thing. You can to Make to dress thing to and have learnd a lot from the dress Code. I think the other School have One and I think they had fun With they dress Code. You can go No trip and because a lot on a dress Code And I don't No Why our School Should have One anyway thing We desinged One Way that is all I No about a School dress Code

Holistic Rationale

The composition is a very inadequate response. Even though the focus of the composition is unclear, it is related to the assigned topic. Additionally, the composition is very difficult to follow because there are frequent and serious errors that substantially detract from the overall impression of the composition.

Analytics

The composition has weaknesses in the areas of mechanics, word usage, sentence formation, and composition.

PERSUASION

Sample Prompt GRADE: 11

****

Write a composition for your classmates convincing them that your school should or should not have a dress code.

****

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PERSUASION

Sample Student Composition: Score = 4 GRADE: 11

In the United States of America the citizens have many freedoms. The people are not restricted as to where they can go and who they can talk to. I feel that some schools take away students freedoms. I understand we need discipline but not in the clothes that are worn.

In my opinion, I feel that schools worry to much about how people dress instead of the curriculum. People should be able to wear what they want or what is in style at the time. If a dress code is placed upon the school it could restrict many "fashionable" items. This way the students could dress as they like and worry about more important things like their classes. In our school this year the dress code changed, which in turn forced the cheerleaders not to wear their uniforms. It was fought against tremendously but nothing helped.

Dress codes could be helpful if

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used in the correct way. The rules could allow such things as shorts and mini-skirts as long as they are in good taste. Of course some people would abuse the privilege but it can always be taken away from that individual.

In most cases the school involved likes to take too much power and the plan fails. If no dress code is set the students, future adults, have the freedom to decide what to wear themselves. I think it is best not to restrict the students but give them their freedom and rights!

Holistic Rationale

The composition is a more than adequate response. It has a beginning, a middle, and a conclusion that unifies the composition. The composition is focused and is well developed. It flows smoothly from idea to idea. The few errors that are present do not detract from the overall impression of the composition.

PERSUASION

Sample Student Composition: Score = 3 GRADE: 11

The Importance of a Dress Code

Dear Classmates,

As you have seen in the past, this School has a dress code. One of the purposes for having a dress code is to make sure, when you go out into the business world, that you will dress properly.

If you go to apply for a job or go on a job interview in shorts and a tank top, most likely, you will not get the job. By dressing poorly, you show that you have no respect for that particular company.

Having the dress code is just trying to prepare everyone for the life outside the school.

Holistic Rationale

The composition is adequate. It is on the assigned topic and has a beginning, a middle, and an end. The composition has a strong focus and is unified. The errors present somewhat disrupt the flow, but they do not substantially detract from the overall impression of the composition.

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PERSUASION

Sample Student Composition: Score = 2 GRADE: 11

"Why our School Should not have a dress Code"

The reasons why I think we should not have a dress code. If everyone dressed the same way, students would get tired of looking at the same thing over and over. I get tired of seeing a person wear the same thing.

I like to see peopl dress nice. I really like to see the girls dress nice. I like to see the new styles people come ups with. People should have the right to wear what they want.

Dress codes are so inconsequential. If a student forget one thing in the dress code he or she get a merit. A merit is something like a detention. If a student 3 6 he or she are expelled from school. So to avoid all of the confussion and all of the merit I think we should not have a dress code.

Holistic Rationale

The composition is a less than adequate response. It is unified and has a beginning, a middle, and an end. The composition does not flow smoothly because it looses focus and has frequent errors.

Analytics

The composition has weaknesses in the areas of word usage and sentence formation.

PERSUASION

Sample Student Composition: Score = 1 GRADE: 11

My composition on should or should not have a dress code I think all high school should have a dress cord because student have the right wheather they should have a dress code in high school. when student start to work and buy they clothes teacher and Principle can not said anything about that it they money and clothes and they have the right to wear them. and even at Hart st. student cannot wear mini skirt or short pant and walk pant that pass the knee and it bad when student cannot wear they like to school.

Holistic Rationale

The composition is a very inadequate response. There are frequent and serious errors in sentence formation and word usage. The composition is hard to follow because it lacks focus and is disorganized. Although the handwriting is very poor, the paper is readable.

Analytics

The composition has weaknesses in the areas of word usage and sentence formation.

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Resource Materials

Testing

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